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ABSTRACT

This is a guidebook written to help graduate students in clinical psychology from a variety of programs obtain internships at training programs across the country. Chapter 1 discloses the politics and power relationship among internship training directors, university faculties, and internship applicants, and describes how they influence guidelines and internship selection strategies. Chapter 2 gives students an overview and timetable of what they must do to identify the internships that best meet their needs and to prepare successful applications. Chapter 3 helps students determine their individual professional and personal priorities and use these factors to choose internships. Chapter 4 advises students on how to obtain information about the internships of interest. Four steps in preparing a professional resume or curriculum vitae (CV) for internship applications are explained in chapter 5 and chapter 6 gives advice on submitting forms. A sample CV is provided. Chapter 7 gives advice on travel, especially on how to reduce transportation and hotel costs. Chapter 8 describes in detail effective interviewing. Lists of questions asked by and of interviewers are provided. Finally, chapter 9 explains how to negotiate with internships honestly and effectively during the "end game" prior to selection and analyzes the strategies involved in Uniform Notification and Computer Matching procedures. (NB)

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A GUIDE TO OBTAINING A PSYCHOLOGY INTERNSHIP

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A GUIDE TO OBTAINING A PSYCHOLOGY INTERNSHIP

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ACCELERATED DEVELOPMENT INC.
Publishers
Muncie Indiana

A GUIDE TO OBTAINING
A PSYCHOLOGY INTERNSHIP

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PREFACE

This is the guide book that has helped class after class of graduate students in clinical psychology at the Florida State University obtain internships at the top training programs across the country. Now, to their dismay, it will be available to all. Completely rewritten to address the needs of students in a variety of programs, this guide:

1. Discloses the politics and power relations among internship training directors, university faculties, and internship applicants, and describes how they influence the APIC Guidelines and internship selection strategies.

2. Helps you determine your individual professional and personal priorities and use these factors to determine the type of internship that best meets your requirements.

3. Teaches you how to seek out and evaluate internships that will meet your needs.

4. Explains the four steps in preparing a professional resume or CV for internship applications, what to include and what to leave out, and how to organize it effectively. A sample CV is provided.

5. Advises you how to prepare strong applications, personal statements and cover letters.

6. Shows you how to save substantially on travel and hotel costs and maximize your chances of arriving at your destination on time with the fewest hassles at the worst travel time of the year. (A good sense of humor will also help.)

7. Describes in detail effective interviewing, including how to schedule interviews, proper dress, what to expect, and things you should and should not do during an interview or while visiting an internship. Lists of questions asked by and of interviewers are provided.

8. Explains how to negotiate with internships honestly and effectively during the "end game" prior to selection and analyzes the strategies involved in Uniform Notification and Computer Matching procedures.

The internship application process is a difficult and trying time for a graduate student in psychology. For most students, this is the first time you are out on your own as a professional dealing with other professionals. Few training programs provide you with the concrete practical advice that you need to survive and succeed. This book will.

ACKNOWLEDGEMENTS AND DEDICATION

I am grateful to many people who helped make this book possible. First and foremost are the many Florida State University graduate students with whom I have shared the internship application process. Their comments, encounters and reflections on their experiences form the essence of this survival guide. It is they who provided the questions in Appendix Three, and the "war stories" and examples that make this book real. I especially wish to thank Mark Winiarski who wrote a detailed account of his internship application adventures as a legacy for future applicants.

I am also indebted to the many internship training directors and their staffs whom I have interviewed from Los Angeles to Boston and from Miami to Seattle, not only for their unfailing hospitality, but also for their thoughtful comments and insights on the internship selection process, as well as George Weaver, Chair of the Psychology Department, who supported the extensive travel that these visits required.

I appreciate the assistance of the APIC Computer Match Committee, Bernhard Blom, Robert Klepac, and, especially, Sanford Pederson, who provided me with resource material and briefed me extensively on Computer Matching. Sybel Russ, Director of Sales for the Tallahassee office of Eastern Airlines, has done her utmost to help our students travel at minimal cost, and, in the process, done much to educate me on air travel.

Debra Bonds and Sharon Wittig lent their expertise and assistance to the production of the manuscript.

I also wish to thank my publisher, Dr. Joe Hollis, for taking a chance and publishing an unconventional book for a specialized readership. If you find this book helpful, thank him for bringing it to you.

Most of all I wish to acknowledge the contribution of Sara Jill Mercer, who was my partner and collaborator on all phases of this enterprise, as she is on everything worthwhile in my life. It is to her that this book is dedicated.

CONTENTS

PREFACE i

ACKNOWLEDGEMENTS AND DEDICATION iii

FOREWORD 1

1 THE POLITICS OF INTERN SELECTION 9

2 APPLYING FOR INTERNSHIP: AN OVERVIEW 25

3 ESTABLISHING PRIORITIES 45

4 PRELIMINARY RECONNAISSANCE 67

5 PREPARING A RESUME OR CV 73

6 PREPARING YOUR APPLICATIONS 97

7 THE SITE VISIT: TRAVELING TO INTERNSHIPS 111

8 INTERVIEWING 135

9 THE ENDGAME 155

REFERENCES 179

APPENDIX ONE: A SAMPLE CURRICULUM VITAE 182

APPENDIX TWO: A SAMPLE TRAVEL PLANNER 189

APPENDIX THREE: QUESTIONS ASKED OF AND BY INTERN APPLICATIONS 191

ABOUT THE AUTHOR 198

COMMENTS FROM USERS OF THE GUIDE 199

FOREWORD

You are now embarking on one of the most challenging periods of your graduate education: selecting and competing for a predoctoral psychology internship. Applying for internship training typically induces considerable stress and anxiety. For some graduate students, it combines the worst aspects of dating, applying for graduate school, and taking comprehensive oral exams. On the other hand, it can also be challenging, exhilarating, and fulfilling. The purpose of this book is to minimize the strain and maximize the satisfaction that comes from success in a difficult endeavor.

What is it about applying for psychology internships that makes it so traumatic for many students? There are a number of aspects that provoke anxiety, some of which are realistic and many of which are not. You can cope with all of them, if you follow the advice in this book. But first let us identify some of these demons.

Some realistic concerns

Applying is a hassle. True. A lot of time and effort goes into applying for internship. Identifying the training centers that will best meet your particular needs involves a lot of work, as does the process of filling out application forms, preparing a Curriculum Vitae ("CV"), traveling to the sites, interviewing and so forth. I will tell you what to do and how to do it, but it will be up to you to get the job done correctly and on

time. When you plan your schedule for the year you apply for internship, be sure to budget adequate time for the internship application process. Figure on it requiring at least as much time as the most rigorous course you have ever taken in graduate school.

Costs. Expense is another practical consideration. If you follow the advice in this book, you will save hundreds of dollars. Nevertheless, you should be prepared for substantial extra expenditures for travel, telephone, and wardrobe additions.

Impact of your decision. Another realistic concern is that selecting an internship is an important professional decision that can significantly influence your career. This is true. The skills you develop and the techniques you learn will stay with you throughout your career, and the professional relationships you develop and contacts you make will have a major influence on your subsequent opportunities. Choosing an internship is an important task that deserves your serious attention, just like choosing a dissertation topic.

Some unrealistic worries

Getting the perfect internship. While obtaining a good internship is certainly important, you should discard any fantasy that there is one and only one ideal internship that is just right for you and that your career will be ruined if you are not accepted there. At last count, there were 480 internship sites known to the Association of Psychology Internship Centers ("APIC"). Unless your needs are very unusual, many, perhaps most, of these sites would meet your basic training

needs. At the same time, it is extremely unlikely that any of the 480 would meet all your needs perfectly. So, although your decision is an important one, try not to get too obsessive about it.

Evaluation anxiety. Internship applications involve evaluations, and this makes some people anxious. As a psychologist, you are going to be involved in mutual appraisals every day of your professional career. Whether it is in a formal assessment, a therapeutic interaction, a consult with another professional, or a supervisory session, you are constantly evaluating other people, and they in turn are forming opinions about you. The same thing happens when you are applying for internship. You will be appraised by the staff and at the same time you will be evaluating them. If you think of the internship interview as just another professional assessment, your anxiety should decrease.

Competition anxiety. Some students get scared by the numbers. For every registered internship, the APIC Directory lists the number of slots they have available and the number of applications they reported receiving last year. It is not unusual for the ratio of applications to positions to be on the order of 10:1. Some popular placements may have even more; the VA Medical Center in San Francisco reported receiving 97 completed applications for four funded positions.

Remember this is the number of applications, not applicants. The average student applies to 14 places (Eggert et al., 1987) and some to twice that many. Even a "superstar" who is accepted everywhere he or she applies can only go to one internship. By the second hour of Notifi-

cation Day last year, I had already received phone calls from Training Directors at two good internships who had made offers to all their qualified applicants and still had unfilled slots.

Fear of rejection. A third irrational fear is the fear of rejection. You may as well face the fact right now that you will be rejected. No matter how marvelous you are, it is unlikely that every setting you visit will decide that you are a good match for their program, any more than you will want to attend every place you inspect.

Fear of the unknown

Given the fact that applying for internship is time consuming and a hassle and that, realistically or not, your ego may get somewhat bruised, the biggest source of anxiety for most graduate students is ignorance of what is going on. While your university or professional school training program may have provided you with excellent professional training, few prepare you for the process of finding an appropriate internship. When it comes to applying for internship, you may find that you are on your own, playing an important game on someone else's court according to someone else's rules. Moreover, the training centers keep changing the rules.

When I first assumed the role of Director of Clinical Training ("DCT") at Florida State University, I knew virtually nothing about the internship application process. Like most line faculty, I had concerned myself with the academic preparation of my students and let the previous DCTs handle all the details of internships. Suddenly, I was the DCT and now

anxious students were looking to me for guidance. To make matters worse, that year APIC had instituted an entirely new procedure called "Early Notification." No one knew how it would work, but everyone, including me, was anxious. Anxious? Hell, we were terrified.

Fortunately, knowledge is a good antidote for ignorance, so I set out to educate myself. Feeling like a spy in the enemy camp, I actually attended an APIC meeting at the annual meeting of the American Psychological Association. I found the Training Directors ("TDs") were also worried about how this new policy would work. Later, at my first meeting of the Council of University Directors of Clinical Psychology ("CUDCP"), I discovered that many of my fellow DCTs were angry at APIC, but that few had actually discussed the new policies with the Training Directors who would be implementing them.

After APA, I hit the road, visiting our students who were currently interning around the country. The ostensible purpose of my visits was to evaluate their progress, but a more important agenda was to meet their TDs and learn about their programs and their selection procedures so as to better advise my students. Our present interns were another valuable source of information. Like combat veterans, they were eager to share stories about their adventures and misadventures when they had applied for internships. By Early Notification Day I had built a network of contacts that was very helpful in advising our students.

The following year, APIC abandoned Early Notification and began moving toward the Computer Matching System which is now

being considered. That Fall, I again attended the APIC meeting and prepared the first edition of a guidebook for our students. Over the years, I have continued to visit our interns in the field and meet their Training Directors. Several classes of students contributed their suggestions to the guidebook, which was revised and updated each year, and, as word got around, I was asked to make copies for students at other universities. In 1989, Dr. Joe Hollis of Accelerated Development in Muncie, Indiana, agreed to publish this book so it would be generally available to all intern applicants. If all goes well, we plan to update it annually to keep abreast of changes in procedures.

Plan for this volume

In the first chapter of this book, I will provide you with some basic information about the politics of intern selection. One reason why the rules keep changing is that different procedures give different parties...the training directors, the university directors and the students....different degrees of power. It is important that you understand the concerns of these three groups and how their power struggles have influenced the selection process over the years. Whether or not computer matching is adopted this year, the past experience of the training directors will undoubtedly influence their attitudes and the selection strategies they adopt. To cope successfully with the intern sites, you must understand how they view the selection process.

After this introduction, Chapter Two will give you an overview and timetable of what you must do to identify the internships that best meet your needs and prepare successful applications. (Note the

plurals.) The succeeding chapters will expand on these points.

Your first task is deciding where to apply. Chapter Three helps you formulate the priorities you will use in choosing internships, and Chapter Four will advise you on how to obtain information about the internships that interest you.

The next two chapters deal with the application process. Chapter Five will instruct you on how to prepare a resume or CV specifically for internship applications, and Chapter Six gives you advice on submitting the other forms and what you should and should not include.

Once your applications are all in, you should visit as many of the internship sites as you can. Chapter Seven gives you advice on travel, especially on how to reduce transportation and hotel costs, and Chapter Eight deals with interviewing.

By January, most of the interviewing is over. This is when the "Endgame" begins as applicants and TDs dance elaborate minuets and attempt to second guess one another. Computer matching, if it is adopted, is supposed to minimize these Machiavellian manipulations. However, old habits die hard, and people need to believe they are in control, so it is likely that these last minute "discussions" will continue even if the computer match is adopted. Chapter Nine tells you what to do during the Endgame, whether or not computer matching is adopted.

CHAPTER ONE:

THE POLITICS OF INTERN SELECTION

You will find that applying for an internship in professional psychology is unlike anything you have previously experienced. At first, the process will resemble applying to college or graduate school. The paperwork required is much the same and your anxieties will be similar. But you will soon discover that, unlike your previous experiences, you are being subjected to considerable pressure to make a decision and commit yourself to your first choice.

After it is over, many applicants liken the process to dating and courtship. Again, the comparison is apt. There is a period of mild flirtation that gets more intense as certain relationships get more serious, and, as in courtship, there is the question of which party should risk rejection by making the first commitment. For the Training Directors in particular, there is also the constant fear of being left at the altar. But unless you have had the experience of managing several serious relationships simultaneously, knowing that on a specific date in the near future you will have to commit yourself to one and only one, you have not had an adequate foretaste of the internship application experience.

The reason you will find applying for internships unique is that, unlike these other experiences, the internship selection process is basically political, political in the sense that involves a

delicate balance of power relationships. This balance has changed over the years, and it will continue to change as different players tinker with the rules.

The players in this political poker game are the Training Directors and their staffs, your DCT and, to a lesser extent other faculty members, and you, the graduate students who are applying for internship. Correctly or not, all the players perceive this as a high stakes game in which people's careers are on the line. This perception generates considerable stress and tension for all involved. As a tenured professor, I have the least to lose in this game; nevertheless, as Notification Day approaches, I, too, find it difficult to sleep at night.

This poker game has been going on annually since 1949, the date of the first Boulder Conference. Before you ante up and take a hand, you should get acquainted with the other players and learn what has been happening in the game so far. The better you understand the other players' strategies and the implicit, as well as the explicit, house rules, the better you'll be able to play your hand.

The legacy of the Boulder conference

Professional psychology as we know it today was established at the Boulder (Colorado) Conference in 1949. At that conference, several decisions were made that permanently shaped the nature of graduate training in professional psychology:

1. The doctoral degree was established as the minimum educational standard for the independent practice of professional psychology.

2. Professional psychologists were to be scientists as well as professionals.

3. In order to implement the scientist-professional model, graduate students would receive academic training in a university setting. There they would learn the core concepts of psychology and, through a combination of coursework, practica and research, clinical psychologists would be trained in research, assessment, and psychotherapy.

4. A one year internship in a recognized clinical setting was required before the professional degree would be granted (Sundberg, Taplin, & Tyler, 1983, p. 19).

Thus, from the very beginning, graduate training in psychology has involved three groups with somewhat different concerns and interests, the university faculties, the internship centers and the students. In this chapter we will focus on the first two; your needs are the primary concern of the rest of this book.

The first group consists of the faculty members at the universities. As you well know, this is hardly a monolithic group. Different faculty members have different agendas. Your DCT may urge you to apply to a program with which your university has strong historic ties. Your major professor's primary worry may be whether your internship will afford you time to complete your dissertation research.

In the two decades following the Boulder Conference, the university faculties held the bulk of the power in deciding clinical training issues. Many graduate students were supported by USPHS Predoctoral Fellowships which were con-

trolled and distributed by the faculty. Others were supported on faculty members' research grants, which were also plentiful during the days of the Great Society. Driven by the need to educate the "baby boom" population which was enrolling in colleges and universities during the 1960s, academic departments were expanding and proliferating, providing a ready source of employment opportunities for research-oriented clinical psychologists.

When the academic departments held sway, the university-based Directors of Clinical Training and the major professors had a major role in internship selection. Successful DCTs established networks of training facilities, often staffed by former students, which could be relied upon to accept those students they recommended. Some major professors had similar relationships with certain training centers, albeit on a smaller scale. If you worked with Prof. Kingfish, you could expect to intern at the Halibut Hospital where Kingfish's prize graduate, Dr. Almondine Dover-Sole was Training Director. By the same token, cooperative Training Directors such as Dover-Sole could count on regularly getting well qualified students from these universities. The students did not have much to say about where they went, but they also did not have to go through all the hassle that today's students must undergo.

Nowadays, except for the DCT, most university faculty members are much less involved in internship applications than they were when the "Old Boy" networks were more influential. There are many reasons for the decline in faculty influence, interest, and participation. They include the decrease in the number of academic and research positions available for new

Ph.D.s, the phasing out of federally-funded clinical training grants along with the increasing competition for research grants, the resulting increase in the proportion of professionally-trained psychologists seeking positions in applied rather than academic settings, and the entry of large numbers of young "baby boomers" into the profession which has served to dilute the "Old Boy's" influence.

It would be a mistake to assume the old networks have disappeared. Instead they are dormant, but often can be reactivated if the need arises. I recently had a student who was applying to an internship headed by an alumnus who had had Professor Silvertip as a major professor. I suggested that the student ask Silvertip if he would put in a good word for him. A couple of hours later, Silvertip's secretary called asking if this student <u>really</u> wanted to go to that internship. I replied it was his first choice. Fifteen minutes later the secretary called back with a message from Silvertip that the student was in. Notification Day was still a month away.

Incidents like these are the exception rather than the rule. Today, once major professors have written their letters of recommendation, they rarely get involved in the internship application process. Even the DCTs, whose job it is to monitor their students' professional training, may have only minimal contact with their students who are on internships. In the last three years I have visited at least three dozen intern training centers around the United States; only two Training Directors I met could recall ever having a DCT or major professor visit the program.

With the university faculty largely out of the picture, the principle players left in the intern selection process are the training center personnel and the applicants. Interestingly, each fears the other and feels the other party has too much control over the final outcome of the selection process. The result has been a continual tinkering with the rules for notification of candidates and shifts back and forth in the balance of power. Ultimately, we will probably see the establishment of a computer matching system designed to equalize the balance of power.

As a graduate student about to apply for internship it may seem strange that many Training Directors feel that you are too powerful and have too much control over the final outcome. Nevertheless, it is true, and until you understand their fears, you will not be able to understand their behavior. Let us see how this odd state of affairs came about.

The emergence of APIC and uniform notification

The "Old Boy" system worked well for the Old Boys, but by the late 1960s and early 1970s there was an increasing number of New Boys, and New Girls as well, who wanted a piece of the action. Moreover, the lack of any common ground rules in the intern selection process could put students in difficult, even intolerable, situations.

Imagine yourself as a student in the days before APIC. If you had a well-connected DCT or mentor, you went where they told you to go. Otherwise you went through an application process very similar to the current one. Let us suppose

that after reading all the brochures, interviewing at the various sites and discussing them with faculty and friends, you decided that you really wanted to intern at the Codliver Consortium, and that your second choice was the Salmonella School of Medicine.

In the days before APIC and Uniform Notification, you might have received a call from the Training Director at Salmonella in mid-January offering you an internship for the coming year and giving you 48 hours in which to decide, after which the offer would be withdrawn. You, or your DCT, would then call the Training Director at Codliver and discover that they were operating on a different schedule and were still actively interviewing applicants. While they had been very impressed with you and your credentials and considered you definitely in the running, no offers would be made to anyone until February.

Assuming your DCT could not cut some deal with the Codliver TD or get the people at Salmonella to back off, you would be left with two options: 1) you could accept the position at Salmonella and make a binding commitment to attend their program, or 2) you could decline and hope that you would get an offer from Codliver. (Don't even think about the possibility of accepting Salmonella and changing your mind if you subsequently got a Codliver offer. One thing that has remained constant in the internship game is that anyone who reneges on an internship commitment is doomed.)

In his recent history of APIC, Stedman (1989, p. 35) wrote, "APIC was organized primarily to deal with a lack of regularity in the intern selection

process ... students of the late '60s complained about deals being made between internship sites and certain select students... [They]... complained that their clinical training directors didn't know what to do [and] there was often undue stress on students."

The idea behind APIC was that internship training centers should agree on a common set of procedures and schedules to eliminate unfair competition that all too often posed students with the difficult decision of whether to accept offers from their second, third or lower ranked internships before they had heard from their first choice. Under Uniform Notification, the APIC members agreed among themselves that no Training Director could make an offer before an agreed upon time, and that students were to be guaranteed a reasonable amount of time to consider these offers. Moreover, no TD could make an offer to a student who had already accepted an offer from another institution.

When this procedure was first proposed in the mid-1970s, students had five days to decide what offer to accept (Stedman, 1989, p.36). By 1976, the time was reduced to three days and by 1989 applicants had at most 28 hours to respond. No offers can be made until 8:00 AM, Central Standard Time, on the second Monday in February, and students have until noon, CST, the following day to decide. (Of course, if a student doesn't receive a call until 11:58 AM Tuesday, that does not leave a whole lot of time for reflection.)

There is one more important provision to Uniform Notification, and it is this factor that differentiates internship selection from graduate school admissions

and which makes Training Directors prematurely gray. Each internship has a finite number of funded positions, positions which they feel it is vitally important to fill. Once a student has been offered a position, that student owns that slot until noon on Tuesday, unless he or she formally declines the offer. An agency with six positions cannot make eight offers figuring two people will probably decline. Once the sixth position has been offered, the TD is out of business.

The Training Director's dilemma

Let us look at Notification Day from the viewpoint of Dr. E. P. Glottis, the Director of Internship Training at the Eastern Esophagus Internship Consortium. Eastern Esophagus has six slots which Dr. Larynx, the Chief Psychologist, wants filled with hardworking, brilliant, and congenial interns from the nation's most prestigious universities, stratified to represent all the major ethnic groups and most of the typical genders. Dr. Larynx expects that they will all go on to achieve great success which they will attribute to the training they got at Eastern Esophagus. Dr. Glottis shares these aspirations, but will settle for filling all six slots with students who are reasonably free of psychopathology and will not precipitate any major lawsuits in the course of training.

If Dr. Glottis' fondest hopes are realized, this is how Notification Day will proceed. Over the weekend, Dr. Glottis and his admissions staff have ranked all the applicants, taking into account their qualifications and abilities as well as likelihood that they will accept an offer. At 8:00 AM, Central Time, on Notification Day, Dr. Glottis calls the first-

ranked applicant who promptly accepts. At 8:01 the second call goes out with the same results. By 8:06, all six slots have been filled with the six top ranked applicants. At 8:07, Dr. Glottis wonders briefly if they should have made an offer to the superstar that they put on the alternate list because it seemed likely the superstar would go elsewhere. At 8:08, Dr. Glottis shrugs, leaves a note informing Dr. Larynx that all of their top applicants have agreed to come, delegates a subordinate to tell the other applicants that Esophagus has filled all their slots, and heads for the golf course, the day's work successfully concluded.

The truly bad day, on the other hand would be one in which all six candidates thank the T.D. for the offer and say they have to think about it. Dr. Glottis would quickly start calling the lower ranked applicants to inform them they are high on his alternate list, assure them that there is a good chance a slot will open up later in the day, and ask them not to make any commitments until they have heard from Esophagus.

The rest of the day would be spent massaging the alternates and making discreet inquiries of the students who are holding offers and have not yet decided whether or not to accept. Presumably they are on the alternate lists of institutions that they would prefer to attend but with offers out to applicants who are waiting to hear from someone else and so on.

Sometimes a gridlock will occur in one segment of the system. Student A may have internship X for a first choice and Y as his second, while student B has Y as her first choice and X as the second. Let us suppose that at 8:00 AM, internship X

offers a slot to B, while Y chooses student A. Both students hold on to these offers hoping to get accepted at their first choice institutions, and indeed X calls A and Y calls B assuring them they are first alternates. Since the internships cannot withdraw offers once made, this deadlock can continue until A or B decides to accept their second choice. (In the computer algorithm adopted by APIC, such deadlocks will be decided in the students' favor; the two students would be matched to their first choice internships.)

Deadlocks are bad enough, but TDs such as Dr. Glottis live in terror of students who will not or cannot make up their minds. My students are required to have a firm list and to notify all lower-ranked institutions as soon as they hear from a higher-ranked one. But, according to Jacob (1987, p. 154), who describes herself as "an exhausted but content survivor" of the internship application experience, "Some students will begin the day without knowing how they will respond if offered a particular internship." Others may accept an offer and leave home to celebrate, neglecting to release agencies that still have offers outstanding to them.

Meanwhile Dr. Glottis' alternate list may be melting away like sugar in a summer shower. Until someone declines, he cannot proffer any more positions. By the time someone finally declines one of his offers, he may find that not only the seventh, but everyone up through the 27th person on his alternate list has already accepted an offer someplace else. In a worst-case scenario, he may go through his entire list of acceptable candidates without filling all of his positions.

Failure to fill positions can cause serious problems for an internship training center. Positions not filled may be swept in the next budget; commitments to agencies to provide a student for a specific rotation the next year may have to be revoked. Last year, only 40 minutes after Uniform Notification had officially begun, I received the first call from an internship that had failed to fill, asking if I had any students who were still uncommitted. These calls continued throughout the next two days.

Given this background, you can see why many, perhaps most, Training Directors feel the present system places too much power in the hands of students. The best way to avoid getting burned is to make offers only to those students one is absolutely sure will accept. Returning to our poker analogy, on Notification Day, all the internships have to show their hands, but you students can continue to keep your cards concealed. No wonder the TDs want to peek at your hole card to determine whether or not you are going to accept an offer if it is made. It is against the rules to ask, but some people cheat at the internship game just as some do at cards and unfortunately, APIC has no effective mechanism to punish those internships that do violate the letter or the spirit of this rule.

Alternatives to Uniform Notification

Early Notification. It was these considerations that led to the "Early Notification" policy that was tried in 1986/87. In this experiment, two weeks before Uniform Notification Day students who chose to participate were allowed to notify one and only one internship that they would accept an offer if it was made.

This declaration was binding on the applicants. The TDs had one day to survey the pool of applicants who had made these unilateral commitments and select as many as they liked. They notified these applicants that they were accepted; those who were not chosen took part in the regular Uniform Notification procedure the following week.

Early Notification provided the internship Training Directors with a no-risk pool of applicants that they could count on attending without fear of rejection. Not surprisingly, many of the best internships filled on Early Acceptance Day, leaving the applicants who had not been chosen or who did not participate to scramble for the remaining slots at less desirable agencies on the regular Notification Day.

From the standpoint of many Training Directors, Early Notification was wonderful because it removed all the uncertainty from the selection process for them. However, from the standpoint of the applicants who had to decide whether to participate and then had only one chance to make a unilateral, binding commitment, Early Notification was extremely anxiety provoking. There was a great deal of second guessing, and some students chose to make early commitments to their second or third choice internships where they felt they had a better chance of being chosen. In the Fall of 1988, by a narrow margin, APIC voted to discontinue Early Notification. However, many Training Directors fondly recall the Early Notification procedure and continue to seek advance assurances from candidates.

Computer matching. In the current system, as in a poker game, it is to each

player's advantage to know what is in the other player's hand. If the internships know which candidates will accept, they can avoid getting burned; if the candidates know how they stand with the internships, they can focus on those where they have the best chance of acceptance. This is what drives all the phone calls and manipulations that currently characterize the final phases of internship selection and which tempts some TDs to make offers only to those who have promised to accept and some students to respond by telling everyone that they are their first choice placement.

None of this would be necessary if, as in a real poker game, everyone displayed their hands simultaneously. When the internships are forced to make binding offers first, they are at a disadvantage. When, as in Early Acceptance, the applicants had to make the first commitment, they suffered. This built-in power differential with its capacity for exploitation would disappear if offers and acceptances could somehow be made simultaneously on their merits without regard for whether or not the other party is likely to accept.

It is this yearning for equity that is driving the move toward computer matching, a model that has been used for years in medical internship selection. APIC has discussed computer matching since its earliest days, but has been daunted by the cost. In 1978 it was estimated computer matching would cost $20,000 to $30,000; by 1980 the estimate had increased to $90,000 (Stedman, 1989). Although students and DCTs tend to regard APIC as a massive, monolithic force, probably because APIC unilaterally establishes the rules, in reality it has been a poorly funded loose confederation that literally lived out of

a cardboard box, "... a traveling road show, moving from one location to another with each new election" (Stedman, 1988, p. 35). There was no way this organization, which only recently was able to establish a one-secretary central office, could have afforded the investment the development of a computer matching program then required.

More recently an APIC committee consisting of Bernhard Blom, Sanford Pederson and Robert Klepac reexamined computer matching and developed a matching program that was used in a nationwide pilot study during the 1989/90 internship selection process. They recently reported that 409 of the 480 know internship sites (85%) participated. These sites accounted for 1,974 slots. In addition, 2,189 applicants submitted forms ranking their choices; an unknown number of additional applicants did not participate.

Since the program assumes that all sites and all applicants will participate once computer matching is adopted, the program is not equipped to deal adequately with large amounts of missing data. Only 1,224 (56%) students were matched to positions, but 90% of these were matched to their first or second choice sites; 85% of the participating sites would have obtained their first or second "tier" applicants.

As this manuscript is being prepared for publication, the results of this study are still being analyzed, along with questionnaires submitted by DCT, TDs and applicants evaluating the computer match experiment. During the Summer of 1990, the members of APIC will vote on whether to adopt this system for 1990/91. If adopted, computer matching is supposed to eliminate any incentive on the part of TDs

and applicants to mislead one another.

According to Pederson (personal communication, May 2, 1990), the program allows both parties to rank their choices freely, without regard for how they are being ranked by the other party and with no changes, with no fear of being hurt in the process. This may be, but old habits die hard. Many people will be skepticle and given the widespread suspicion of computers, it is likely that, except for the mechanics of Notification Day, much of the Endgame as described in Chapter Nine of this book will be the same, whether we have computerized matching or Uniform Notification. More details will be provided in that chapter.

However, until you decide on the internships that you are interested in attending, prepare your applications, interview at the ones that interest you most, and decide on which is best for you, the mechanics of the selection process are unimportant. Now that you are aware of the "big picture," it is time to concentrate on the details of applying for internships.

CHAPTER TWO:

APPLYING FOR INTERNSHIP: AN OVERVIEW

Applying for internship is like planning a political campaign or a military operation. It is impossible to begin too soon or be too thorough. I began planning for next year's internship applications on Notification Day this year by making notes for additions and revisions for this book. A week later, we had our annual internship panel discussion in which this year's applicants described the process for next year's applicants. One student summed up her advice in three words, "Compulse, compulse, compulse!"

In politics, we can differentiate between running for office and actually governing. When it comes to interning, we can distinguish between those things you must do to prepare yourself for the internship experience, and those things you must do to prepare for applying for internship. Before you apply, you should establish whether you will be ready to go on internship when the time comes. We will discuss this aspect before we turn to the application process.

Preparing for internship

In one sense, your entire graduate school experience is preparation for internship. From Day 1, professional preparation, culminating in internship, is an important consideration when you choose courses and practica. As you will see, internships vary tremendously in their orientation and expectations, but by and

large, most will expect you to have a thorough grounding in traditional clinical skills.

There are certain basic requirements you must meet to be eligible. The APA Accreditation Handbook (1986, pp. 17-18) stipulates, "The internship is taken after completion of relevant didactic and practicum work and precedes the granting of the doctoral degree." The Handbook further states that an approved graduate program must provide a minimum of 400 hours of practicum experience, at least 150 hours of which is in direct service and 75 hours in formal scheduled supervision. Internships can and typically do require more hours than the APA-specified minimum. The minimum number of hours each internship requires is noted in the Directory published annually by APIC. A brief survey of the 1989/90 Directory showed minimums ranging from a low of 400 hours, namely the minimum APA requirement, to a high of 2,000 hours.

It is up to you and your advisors to determine when you will be ready for internship. In the days when the university faculties played a greater role in the internship process and most students were supported by university-based research or training grants, students often went on internship in their third or fourth year of graduate study and then returned to the university to complete the dissertation. By today's standards, the amount of pre-internship clinical training some students received prior to internship was minimal. I can recall a graduate student from that era who reported to internship having had courses in test construction and theories of psychotherapy, but who had never actually administered a test or counseled a client.

After the big training grants were phased out during the Nixon and Ford administrations, more graduate students had to earn their living by working in clinical settings while at their universities. Practicum agencies insisted on a higher level of clinical competence if they were to pay the practicum students. As a result, by the time you go on internship it is likely you will have had more clinical experience than did your counterparts 20 years ago. (I have no idea how typical our program is, but the number of practicum hours recorded by our students who applied for internship last year ranged from 1,848 to 10,257 with a mean of 5,121 hours.)

One way to prepare for internship is to keep in communication with more advanced students during their internship year and learn from them what skills they were expected to have. Their advice may be more salient than some faculty members who have not recently been actively involved in clinical work. For example, from your academic work, you may be well aware of the problems associated with the diagnostic nomenclature and the dubious validity of some projective techniques. Nevertheless, on internship you better be prepared to come up with a valid DSM-III-R diagnosis and be able to administer, score and interpret traditional psychometric instruments, probably even the Rorschach.

A number of academic considerations will influence your decision regarding the best time to apply for internship. Other things being equal, the closer you are to the completion of your degree program, the more competitive you will be. Training center staff prefer to help students polish existing clinical skills rather than teach the basics. They also do not

want to waste their resources on students who may not complete their academic program. "ABDs" are difficult to place or support, so the further advanced the dissertation, the more favorably an applicant will be regarded. In addition, personal considerations will also influence your decision of when to apply. Finances, relationships and geography will all play a role.

Preparing to apply for internship

Just as politicians cannot govern until they have been elected, interns cannot begin their training until they have been selected. To get elected, politicians have to conduct a successful campaign, and to get accepted at the internship of your choice you will have to go through the application process.

Since it is never too early to begin, I will first describe long term preparations that can be made. If you are reading this book at the last minute, do not despair. These long term preparations are desirable and will make your job easier, but if, like most of us, you tend to put things off until the last minute, you can still prepare an effective application. You will simply have to scurry around a lot more. As Jacob (1987, p. 155) noted, "Gradual preparation would have eased the experience for me. Instead, ignorance and lack of preparation determined that 'internship hunting' was a full-time 2-month job."

Long term preparation. Even if you are not planning to apply for internship for a year or so, there are still many things you can do to get ready. One of the most important is what you are doing right now, namely learning about what is

involved.

Most internships begin on or about September 1, although a few start in July. Unless you plan to return to your university after your internship, you should plan on completing whatever pre-internship goals you have established, such as collecting your dissertation data, defending your prospectus or having your wedding, before you depart. Once you are on internship you will find you have very little time available for any of these activities. Thus, in the year prior to your departure, plan your academic and social calendar so that you will have accomplished whatever goals you have established. Make sure to leave enough time for the actual internship application process.

You can also start keeping a detailed log in which you record all your practicum and supervision hours, the names and credentials of your supervisors, the number and the nature of the clients you have seen, the types of treatment in which you have participated, and a record of the various assessment devices you have administered, scored and interpreted. This will be very helpful when you prepare your Curriculum Vitae. (See Chapter Five.)

It is also never too early to begin your preliminary reconnaissance, identifying and investigating internships that interest you. If you start doing this a year in advance, you can benefit from the experiences of the people in the class ahead of you while they are applying for internships. They are going to be very busy and rather tense, so they may not want to spend a lot of time educating you. However, if you offer to help them by writing for brochures or assisting in

preparing some of the numerous application forms, you will be more welcome. In particular, if you volunteer to help out by taking them to the airport and later meeting their planes when they return from interviews, you will not only be assisting them but also learning first hand from seasoned veterans. This will be greatly appreciated, since it seems to be an FAA regulation that the only flights intern applicants can take leave before dawn and return after midnight. (If they are scheduled to return at a civilized time, the flight will be delayed.)

Chapter Four recommends attending professional meetings as a cost-effective way to observe and meet personnel from internships that interest you. A number of regional meetings are held in the Spring, the American Psychological Association has its annual meeting in August, and AABT meets in the Fall. AABT typically has an internship forum where students can meet the training directors and learn about a number of programs.

Advance financial planning can also help. Like a political campaign, applying for internship can be expensive. Putting asidesome funds, taking advantage of sales, and making reservations well in advance may make it less necessary to float a last minute loan at high interest rates.

Short term preparation. While it is never too early to start planning, realistically the bulk of the effort involved in applying for internship will take place the year you plan to apply. The internship application and selection season begins in the Fall semester and runs through the second Monday in February. (This date is supposed to hold whether Uniform Notifica-

tion or computer matching is used.)

This chapter will provide a general schedule of what must be done. We will start in the Spring of the year you plan to apply, i.e. 18 months before you will actually depart for internship. (If it is already Fall when you are reading this, don't panic when I tell you about things that you should have done last March. Most can still be accomplished, but your life will be a lot more frantic than if you had done these things several months ago.)

Your university or professional school probably has some basic requirements that you must meet before you can apply, such as passing your comprehensive examination, completing certain didactic courses or accumulating a specified number of practicum hours. The Spring semester before you plan to apply, make sure you know what all these requirements are and that you will satisfy them by Fall when you plan to apply. Once you have formulated a timetable for meeting these requirements and other goals you may have established, such as beginning your dissertation or completing certain required or elective courses, meet with your major professor. Discuss your plans and see if your major professor thinks they are realistic.

Once you have secured the general approval of your major professor, meet with your DCT to discuss your plans and get advice. It is also a good idea to meet with your clinical supervisor(s) to determine if they feel you are ready for internship from a clinical standpoint. These three people, your major professor, your DCT, and your current clinical supervisor, are the individuals you will be asking to write letters of recommenda-

tions, so listen to what they have to say. If they have any reservations about your readiness for internship, you want to ascertain it before they write your letters while you can still do something to remedy the problem.

If all goes well, they will approve your plans. (They will also have reason to note how mature, well organized and responsible you are when they write their letters of recommendation.)

Self evaluation. Once you have your timetable approved and made plans to satisfy all your academic goals and requirements, examine your credentials from a Training Director's point of view. As we shall see, different internships have vastly different expectations and requirements. Nevertheless, they are all seeking applicants who can hit the ground running, people who can quickly assume a professional role in a major medical center and represent the Psychology Department, albeit as a trainee.

Given this frame of reference, ask yourself how you would evaluate your own resume if you were a Training Director. If you can get some input from local practitioners or clinical supervisors, so much the better. Articles on the criteria used by internships to rate prospective applicants may also be helpful; several such readings are contained in the chapter on "Selection" in Dana and May's (1987) book Internship training in professional psychology. The purpose of this exercise is to identify possible weaknesses or areas that can be improved while there is still time to do so.

One student who went through this exercise last summer decided that he

needed more experience in personality assessment with adult inpatients. As DCT, I was able to arrange for him to obtain supervised experience in such a setting during the Fall semester. I also made a point of noting in my letter of recommendation how this student had demonstrated professional maturity and eagerness to learn by taking an unpaid position two afternoons a week to enhance his skills in this area in preparation for internship. Concrete behavior such as this is much more impressive to a Training Director than the banal platitudes usually found in letters of recommendation.

Enhancing your credentials. Internships differ in the weight they attach to publications. Some say they are irrelevant, others that they are extremely important. One member of the Admissions Committee at an internship housed in a major school of medicine remarked that he flips to the back of the CV, and counts the publications before deciding whether to read the rest of the application. I hope he was jesting, but it is true that all of our students who have been accepted at that internship have had strong publication records.

Fortunately there are steps you can take to enhance your CV to make it more competitive. This is a good task for the summer before you apply, but even the Fall of your application year is not too late. If you have been putting off writing up your master's thesis or some other study, now is the time to prepare it for publication and submit it. You can list it as "under review," and even if it is later rejected it will still enhance your CV while it is being evaluated. Similarly take the time to prepare proposals for local or regional professional meetings.

If you have collaborated on some research with some faculty members who have been dilatory about getting it written up, fuss at them or offer to write it up yourself.

Admissions committees are also favorably impressed by a commitment to the profession. A time-effective way to enhance your CV is to join professional societies and to enroll in some specialized workshops for CEU credit. If you belong to a graduate student organization at your university or in your state, the next time the opportunity comes to volunteer to head a committee or to stand for office, go ahead and put yourself forward. This will enable your DCT to comment on the high regard in which your peers hold you and how you have demonstrated leadership. These are little things, to be sure, but they will help differentiate your CV from those of other students who have not engaged in these activities.

Forming a support group. Programs differ greatly in the amount of assistance and support they provide for their internship applicants. As you can see from this book, we do a great deal to prepare our applicants. If you are enrolled in a similar program, do what you are told, even if it conflicts with my advice. It is very important that everyone in a program works together; if you are marching to a different drummer you will have problems.

It is especially important that you meet whatever deadlines your program establishes. Missing a deadline may not seem like a big deal, but it can create a lot of extra work for the faculty and staff. It can take me longer to process one late letter of recommendation than it does to do the entire batch of letters that were ready on schedule.

If you are in a program that does not provide a great deal of assistance, there is a lot you can do to make the application process easier. I would suggest that you form a support group of fellow applicants and work together to make things easier. For example, we provide our students with a copy of the latest APIC Directory. If your program does not, perhaps you can suggest that they subscribe to APIC. The cost of subscribing is $75.00 per year and the Directory costs an additional $30.00. If your program has subscribed, you may purchase your own copy of the Directory for half price if you include a letter from your school.

If your program prefers not to subscribe, then I suggest that you chip in and order a Directory for your support group. The address is :

APIC Central Office
1400 K St. NW, Suite 75
Washington, D.C. 20005
(202) 898 - 0740

It is important that you do this as soon as possible for the Directory is essential. It not only describes all the internships, but it also is the only source for the exact address to which you must send your requests for information or applications.

We also maintain a file of brochures that are sent to us from around the country. No doubt your DCT receives them as well. If there is no systematic procedure for making them available, I suggest that your group volunteers to undertake the responsibility of creating and maintaining a file for them in some convenient location. One word of advice : get a stamp and date them as they come in. Otherwise you

may find current brochures intermingled with those that are hopelessly out of date.

Similarly, a support group can divide up the chores of writing for information, pool impressions of internships, and see to it that you do not interfere with one another. Many internships will not take two people from the same program. By coordinating your applications you can cut down on the competition within your group. We have found that mutual cooperation enhances everyone's chances.

Your responsibilities. No matter how supportive your program, the responsibility for selecting the internship that best meets your needs is yours. You must make sure that you have met all the requirements. You must convince them that you are the person they want to have work and study with them for the coming year.

Applying for internships requires that you make judgments. If you are a firm believer in the Biblical admonition, "Judge not lest ye be judged," forget it right now. You will definitely be judged. At the same time it is essential that you judge yourself and the facilities to determine which is best for you.

This requires doing your homework and learning everything you can about each internship. Whenever possible you should visit the site and meet the training staff in person. Every year, applicants find that some of the people whose names they have whispered with awe turn out to be real jerks in person, and that other people and places they have been less impressed with when reading brochures provide marvelous educational experiences. Every year, after interviewing, at least

one person eliminates his or her former top choice from consideration and ends up choosing someplace else that had been ranked fifth or sixth.

Again, allot adequate time for internship applications. Including traveling and interviewing it will take as much time as it would for a substantive seminar.

Countdown to Notification Day: An application time table

In this section, I will provide you with a month by month timeline of what should be done the year you actually apply for internship. In the chapters that follow, you will find detailed discussions of how to accomplish these various tasks. This is simply a list, without much explanation of what needs to be done.

September. If you began your preparations a year ago, you should be in good shape. Realistically, however, if you are planning to apply this Fall, you are probably just beginning to think about what needs to be done. Better start thinking fast, because you have a lot to do:

1. Read this entire book as soon as possible. Don't worry about the details; you will come back to them as you do each step. Just get an overall picture of what has to be done between now and February.

2. If, after skimming the book, you are convinced there is no way you can fit everything in, you may be right. In my experience, students almost invariably underestimate how much time applying for internship requires. Perhaps you should reconsider. If it looks like you will have serious problems meeting some important

goal in the time remaining, it may be better to wait and apply next year.

Recently, one of our students who was employed half time and carrying an average course load told me that during the Fall semester she planned to a) complete her major area paper, which in our program is equivalent to the Comprehensive Examination, b) apply for internship, and c) have her wedding and go on her honeymoon. I advised her that this seemed to be a rather ambitious schedule and suggested that she cut it back somewhat. However, she was sure she could do it all; for example, she felt her Caribbean honeymoon would afford her ample opportunity to complete her major area paper and fill out her internship applications. By the time the semester had ended, she had actually managed to accomplish two of her three goals. I thought this was a triumph, but she was disappointed. (Sorry, but it is none of your business which two she completed.)

3. If you have not done all the things that I suggested you should do last Spring, take care of them now. That is, make sure you will meet all the requirements for going on internship this Fall, meet with your major professor, DCT and clinical supervisors, discuss your plans, get feedback, and work out a schedule to accomplish all the necessary tasks in the time allotted.

4. If you have already prepared a resume or CV, update it and do what you can to enhance it as noted above. If you have not prepared a CV, read Chapter Five and start to work on it.

5. Read Chapter Three and prepare your list of priorities. If you have

dependents or are involved in relationships with people who will be affected by your decisions, it is time for some serious conversations. Are you going to go alone, or will one or more people go with you? Either way, their needs will influence your choice of an internship site.

Whether or not other people are involved in your decision, some brainstorming with your support group and discussions with former interns and faculty will also help you in establishing priorities.

6. Start reviewing the APIC Directory. As you identify places in which you are interested, write for brochures.

7. Prepare for travel by joining automobile and airline frequent traveler and hotel discount clubs. Be alert for Fall luggage and clothing sales.

8. Get a flu shot.

October. In October, I schedule individual meetings with the intern applicants at which we discuss their priorities and the various sites that they have included on their preliminary lists. They also bring their CVs to this meeting. We go over them in detail, and I make suggestions on how they can be improved. These interviews provide the students with feedback and they give me information that I can use in preparing my letters of recommendation. If your program does not have some comparable procedure, I suggest you seek out your DCT and/or major professor for a similar session.

In any case, whether or not you are going to have such a meeting, by the end of October and preferably before you

should have:

1. Completed your list of personal priorities to be used in evaluating internships.

2. Formulated a preliminary list of possible sites and started to evaluate them in the light of your priorities.

3. Completed your CV.

After meeting with your DCT or advisor and revising your list of potential sites, you should:

4. Write each site for application forms if you have not already done so.

5. Go to the Registrar's Office and order transcripts to be sent to each place you are considering.

November. Each internship will have its own individual date by which all materials must be received. However, the earliest due date drives the overall schedule since it is easiest and safest to send everything out at once. In recent years this date has been the last Friday in November. Since university mail rooms and offices are closed over the Thanksgiving holiday, this means you should plan for everything being placed in the mail at the Post Office by noon on Wednesday, the day before Thanksgiving.

To accomplish this:

1. Provide your major professor, DCT, and clinical supervisor with copies of your CV and a list of addresses to which letters are to be sent. Make sure the addresses are complete as noted in

Chapter Six, and follow to the letter whatever you are told to do with regard to postage and so on.

2. Complete all your application forms, personal statements, cover letters and CVs and mail them by that Wednesday.

3. Make sure all your letters of recommendation and your transcripts have actually been sent. (I have known major professors who wrote the letters and forgot to mail them.)

4. If you are planning to visit internship facilities during Christmas break, you will probably have to purchase 30-day advance tickets during November. Given the flood of students flying home for the holidays, the sooner you book reservations the better.

December. By the beginning of the second week in December, all the internships should have received and filed your applications and supporting materials. Call and find out if your application is complete.

Now is the time to arrange for interviews and make your travel plans. If you have not already done so, start scheduling interviews. Some popular places do not have the time to interview everyone, and latecomers may be denied an interview. If you cannot visit in person, arrange for a telephone interview. Before your first interview, dress up and do some role playing with faculty members or the other applicants in your support group.

If you have not gotten your flu shot by Christmas, forget it. It is too late to do any good. Plan on being sick when you return.

January. This is when you will do most of your interviewing. It is also the time when the weather is apt to be poorest for traveling. Follow the advice in Chapters Seven and Eight, and be sure to keep in touch with your home base so you can receive messages from other internships.

After you have returned from interviewing, compare notes with the other internship applicants, seek the advice of faculty and friends, and rank the places to which you have applied. If you have some remaining questions, now is the time to call and ask. If you were unable to do so during your visit, talking with some of the present interns might help. Send thank you notes to the places you visited.

Even though Uniform Notification day is not until the second Monday in February, some Training Directors will start calling the last week in January, ostensibly to see if you have any questions but actually to try to ascertain whether you are a viable candidate. Reread Chapter Nine and be prepared to respond.

February. From Ground Hog Day until Notification Day, you can expect to receive calls from Training Directors trying to determine how they stand. It is absolutely essential that as soon as possible you formulate a ranked list of desirable placements and stick with it. Your response to a call from your first choice will differ from your reply to one that is ranked lower.

As noted in the last chapter on the "Endgame," when talking to TDs, be absolutely honest. Tell the truth and nothing but the truth, but do not feel that you have to tell the whole truth.

Your DCT will probably be receiving similar calls from TDs attempting to ascertain the likelihood various applicants will attend their programs. Keep your DCT informed as to your preferences, and see if he or she will contact the internships you are most interested in to find out how you stand.

If computer matching is adopted, we are assured these exercises in second guessing and attempting to peek at one another's hole cards will be unnecessary. However, many TDs and DCTs will continue to behave as they have in the past. If computer matching is not adopted, you may wish to send a commitment letter to your first choice or, better yet, have your DCT send one for you. This process is described in Chapter Nine.

Notification Day. If Uniform Notification is retained, follow the instructions in Chapter Nine. Stay home by the phone. As soon as you receive an offer from a higher ranked placement, release the lower ranked ones. Once you have accepted an offer, notify all the places where you applied, whether or not they have contacted you. They will appreciate the courtesy and it may save them valuable time.

If computer matching is adopted, this will be the day all the rankings must be received to be utilized. Rather than taking a chance on missing the boat, I would recommend sending your list of choices to APIC by overnight or priority mail such as Federal Express on the previous Wednesday; then check on Friday to see if it has been received. This year's experiment apparently showed a 2% to 5% error rate using the U.S. Postal service (Pederson, personal communication, 1990).

This rate was higher when university mail rooms were used. Mailing early and checking will allow you a second chance in the event your rankings are lost.

After Notification Day. After Notification Day, when you have been accepted at the internship of your choice, send a formal written acceptance to the TD with a copy to your DCT. It would also be appropriate to send a nice note to those places that made you offers which you did not choose to accept. Remember, next year you will be looking for a job.

While you are writing these letters and before you attempt to resume a normal life, I would appreciate it if you could drop me a note care of the Psychology Department, Florida State University, Tallahassee, FL, 32306. I will be revising this book for next year, and I would appreciate hearing your suggestions for improvements, unusual questions you were asked on interview, or what you found most helpful. For you, internship season is over, but for me next year's internship selection process is just beginning.

CHAPTER THREE:

EASTABLISHING PRIORITIES

Most students start the application process by surveying the list of APA-approved internship settings. This is an important part of the process, but it is best to save this step for later. Instead, once you have read and assimilated the information in this book, you should begin by organizing your priorities. Each person's needs and goals are different; there is no one internship that is best for everyone. Take time to reflect on what it is you want from your internship.

You may find it helpful to formalize this process by making a checklist of features you do and do not want in an internship setting. Weigh the importance of each by indicating whether you regard it as "essential," "important," or "desirable". Use this to "score" possible places. After you have refined this checklist and gathered more information, you can use it to help you decide which places you will apply to, and, later, to help you rank your choices. It is because every person's list is unique that there is no internship that is "best" for everyone.

There are two sets of factors to consider, professional and personal. The first set has to do with the training you will receive. Among the obvious ones are whether a place has APA approval, the type of setting, the population(s) you will be exposed to, the rotations available, and the personnel with whom you would be

working. The second has to do with quality of life. It includes such aspects as geography, family ties and finances. I will discuss some aspects below; I am sure you will think of others.

Professional considerations

APA accreditation. Unless there are compelling reasons to go to a non-approved or provisionally approved setting, apply only to internships that are fully accredited. As long as you graduate with a doctoral degree from an APA-approved training program, you will be eligible for licensure. However, when you apply for licensure or later if you apply for a listing in the National Register or for Diplomate status, you may have to document all of your supervision, including all of your supervisors' qualifications and credentials if the setting is not APA-approved.

One year or two year internship. To graduate with a degree in clinical psychology from an APA approved doctoral program, you must have a one year predoctoral internship. Most states, however, require an additional year of supervised postdoctoral experience before you can become eligible for licensure.

At the 1987 Gainesville Conference on clinical training, it was recommended that a two-year internship, one year predoctoral and one year postdoctoral, be required. Moreover, there is currently a move afoot to establish standards for specialization in various areas such as pediatric psychology, neuropsychological assessment, and forensic psychology. There is general agreement that such specialty training will typically require one or more years of additional postdoctoral training. As a

result, some internships now stipulate that they are for two years.

It is up to you whether to apply for a one or two year internship. If you have had relatively little practicum experience, or if you are seeking specialty training, a two-year internship makes more sense than if you have already had considerable experience and have more general interests. (I do not foresee APA requiring two years, and, even if they did, it would not be retroactive.)

Opportunities for research. An important consideration for some is the opportunity to do dissertation research. If you have to do a great deal of dissertation work on internship, perhaps you ought to consider waiting another year and applying after you have completed your dissertation. Having a well advanced or completed dissertation will not only give you an edge on the competition, but will also make it easier to move smoothly from your internship into a full time professional or academic position. More and more Training Directors are maintaining that a completed dissertation, or at least a defended prospectus, should be required before applying for internship.

Some places will say there is time available for you to do your research whether they mean it or not. Except for a few places that are very academically oriented, do not count on having much time for personal research. If you are the sort of person who took a big pile of "important" books home to read over Christmas or summer vacations and actually read them, maybe you can accomplish a fair amount on internship, but for most there is so much to do that you quickly lose the academic mind set. After spending 60

hours or more on clinical work, you will have little inclination for crunching numbers or writing technical prose. I personally feel that spending a lot of time on your dissertation can detract from what should be a unique clinical experience. Your major professor will probably disagree.

A few academically oriented internships offer rich opportunities to collaborate with faculty in their ongoing research projects. This may enable you to get shared authorship on several publications.

However, it is unlikely you will be able to formulate and carry out a personal research project. Given the amount of time it takes to settle in, observe the opportunities available, write a proposal, and get it approved, it is difficult to do much data collection in the span of a one-year internship, especially since you will be rotating through a variety of settings. If you plan to stay for two years, however, research can often occupy a larger portion of your available time in the second year.

Didactic training and seminars. Some internships offer a wealth of didactic training and seminars with top-notch people in their fields. In contrast to the university courses you are familiar with, these are more apt to be mini-seminars with one to three sessions devoted a given clinical topic or proseminars with a series of experts discussing their specialties. Grand Rounds and case conferences are another important aspect of internship training.

Since internships differ greatly in their resources and their geography, the

opportunities to participate in these additional educational experiences will vary greatly. You must decide for yourself how much weight you will place on this aspect of internship training.

Fit with your training needs. In reviewing your readiness for internship, you no doubt concluded that you are well prepared in some areas, adequate in some, and minimally trained in some others. Moreover, unless you plan to be a Renaissance psychologist, it is very unlikely that you want to achieve a high level of proficiency in all areas. I am pretty good at using traditional assessment techniques, but I doubt if I ever will measure evoked potentials.

In deciding your priorities, you need to establish some training goals. What is it you want to accomplish during your internship year? Consult with your faculty advisors and clinical supervisors. What are the areas you most need to work on? What patient populations and treatment settings should gain more experience with? By asking yourself and your mentors these questions, you should be able to formulate a list of the types of training experiences and rotations you are going to seek on internship, as well as an idea of how much you want to emphasize various areas.

Diversity vs. specialization. Some programs, such as those in pediatric psychology, offer very focused and specialized training. Others require a variety of more general experiences.

Other things being equal, I suggest you seek diversity. Your predoctoral internship may be the last chance for you to get such a varied experience. The broader the range of clinical cases,

approaches, and settings, the better.

I also recommend that you choose a setting that will complement your previous practicum experience. If all your work has been with outpatients, now is the time to get some inpatient experience. If you have been working at a prison, consider a medical setting and so on.

Look beyond the specific facility and determine what other opportunities exist in the area. Often there will be a number of hospitals or agencies that are geographically contiguous and one can attend colloquia or Grand Rounds at neighboring facilities, or even have a rotation there. Visiting one VA hospital, I discovered it was across the street from a major children's hospital so that it was possible for the VA interns to do a pediatric rotation even though it was not mentioned in the brochure.

Number of rotations available. While I favor diversity, do not be seduced by the sheer number of rotations that are listed for some internships. An internship is not like a buffet or salad bar where you can have a little bit of everything. Instead it is like ordering a fixed price family dinner in a Chinese restaurant: you get one item from Column A, two from Column B and so on.

Moreover, just as everyone automatically gets rice and a fortune cookie, some of your rotations will probably be required. Many places will require all interns have an adult inpatient rotation and some sort of outpatient rotation.

There is only a finite amount you can experience within a year. You will probably have two, possibly three, major rota-

tions and two or three minor ones. However, you may simply be assigned to one setting for six months and another for the remaining six months, especially in a consortium in which the various participating institutions are miles apart from one another.

You will usually be expected to pick up three or four long term therapy cases in your first rotation and carry them throughout the year. In addition, there will usually be a standard array of seminars for everyone plus some electives. Given all these obligations, your degrees of freedom are limited.

Another consideration is who gets to participate in the various rotations. One internship's brochure boasts an extraordinary number of rotations. Closer examination reveals that each is funded from a different source. The intern who is paid that stipend does most of his or her work in that particular setting, and has little opportunity to learn about the other settings except over coffee with fellow interns. It does you no good to have an item on the menu if you can't order it.

In short, before you pass over an internship that has fewer rotations in favor of one with a wider variety, determine how much of the variety you will actually be able to experience. It may be that you will discover that in both you would have pretty much the same program.

Personnel. More important than the specific rotations, the populations available, and all the other aspects of the curriculum, are the actual people with whom you will be working. These include the Director of Training, your supervisors, and the other interns.

Good Training Directors are sincerely interested in their students and the quality of their educational experience. If necessary, they are ready to do battle with the administration to preserve the quality of the interns' education and prevent them from being exploited. Poor ones are hassled, disinterested and looking for ways out. If their morale is low, yours will probably suffer as well.

How do you discriminate the good from the poor? Tenure in office is no reliable criterion; some who have been directors for many years continue because of their commitment to training, but there are other longtermers who are obviously burned out and waiting for retirement. Similarly, a new director may be excited and filled with ideas to improve training or resentful over the time that is required. I am always interested in whether the TD sought out the post or was stuck with it because no one else wanted it. In any case the quality and the enthusiasm of the TD is a factor you will want to consider.

Supervisors are also very important. Most of your actual training will take place in one-to-one interactions with individual supervisors. More than any other single factor, a good supervisor can make a rotation, while a poor one can be devastating. You may have to dig a bit to learn about the nature, quality and quantity of supervision, but it is one of the single most important aspects of your training, and should be weighed highly.

In evaluating a facility, you may be dazzled by the eminent names listed on the brochure and the chance to work with such people. That is fine, but make sure you establish whether these individuals actually supervise trainees, whether they will

be available the year you intern, and whether you have any say over who you get as a supervisor.

Supervisors are not always people on staff. When I was at the Palo Alto VA on a practicum, I was assigned a chronic schizophrenic who had been hospitalized for 14 years as my long-term individual psychotherapy case. Not a likely prospect. However, I also had a consultant from Stanford named Al Bandura as a supervisor who made it an excellent learning experience.

The other interns will be your primary support group during your training. They may become your best friends or your worst enemies. Try to find out what sorts of people are selected and assess the congeniality and morale of the current training group. Are they all Type A's or more laid back? Are they doctrinaire and rigid or tolerant of differing opinions? Are they trustworthy or treacherous? Are they congenial and compatible, or do they detest the sight of each other?

I recently visited an internship in which three trainees shared an office they had decorated with numerous snapshots of the three of them and their families socializing together on Halloween, Thanksgiving and other occasions. A series of charts on the wall, to which they had all contributed, recorded the amusing things their child clients had said and done to them during the course of the rotation. Clearly this was a congenial group.

Theoretical orientations. Settings differ greatly in theoretical orientation. Some places are very doctrinaire and rigid, expecting everyone to formulate and discuss cases according to the "official"

orientation, whether it be behavioral or dynamic. Other places are more flexible and enjoy a wide range of viewpoints among the students and staff.

Your own theoretical orientation and your degree of commitment to it will be of interest to the internships, as theirs will be to you. While a setting will probably not require that you share their frame of reference, they will expect you to be open to exploring their point of view. Moreover, you should have a sufficient grasp of the basic principles and vocabulary of the prevailing orientation so as to be able to understand what is being said.

Other things being equal, you will probably learn more from a setting with a variety of viewpoints than one with a single party line. One intern I visited had six different supervisors with as many orientations. She learned to shift smoothly from a psychoanalytic to an ego psychology to a cognitive behavioral to a radical behavioral frame of reference in the course of an afternoon as she went from one supervisor to the next.

This intern's experience brings up another issue with regard to supervisors. Where are they located? In the case of this intern, they were consultants on soft money who were located in their practices around town and it was necessary for her to travel to them. In other settings, most supervision will occur on the premises, even if the supervisors are not on staff. Not only does this mean they will be more readily available for consults, but also that they are more likely to attend case conferences.

Service vs. training. Internships

vary in their commitment to training. This is reflected in the numbers of hours allotted for supervision, in the number of seminars offered, and in the number of cases you are expected to process. Are you expected to give minimal batteries and turn out as many reports as possible, or are you encouraged to try various techniques and given an opportunity to read and reflect on a puzzling case? In some programs, the interns feel they are being exploited and used to provide low-cost service to the facility with minimal educational benefits. In others, interns are expected to "eat what they kill" by generating fees that will compensate the agency for their stipends and supervision.

This is best established by discussions with present interns during your site visit. You can also raise this issue with the training staff as long as you make it clear you are concerned about the quality of the training and not the quantity of work.

Facilities and equipment. The facilities that are available can also influence the quality of the supervision and training. Some internships have superb equipment, others do not. I recently toured one setting in which each intern had an office in which he or she could see clients. Each office was equipped with a complete video recording setup...camera, VCR and monitor... for taping sessions. Supervisors' offices were similarly equipped. Another internship had two cameras in every therapy room feeding to a central control console worthy of MGM Studios. There, technicians could alternate cameras to catch questions and responses in a dyadic therapy session in one room, while maneuvering the play room camera angles by remote control to track children as they

scurried about. When I read the evaluations of the students interning at these settings, it was obvious that the supervisors could and did closely monitor the actual therapy process and provided the trainees with detailed feedback.

Few places have such superb equipment. However, the availability of audio and video recording equipment, computers, electronic test scoring apparatus, and specialized equipment for neuropsychological assessment, biofeedback and the like obviously has an impact on what can be done there.

Relations with other disciplines. The professional relations among disciplines are also important. These may be reflected in the formal table of organization which indicates who reports to whom; i.e. does the Chief of Psychology report to the Chief of Psychiatry? However, it is the personal relationships and mutual respect between professionals from different disciplines that is most important.

The tensions between psychology and psychiatry on the national scene can be reflected in the relations between these disciplines in some medical settings. If the psychology interns wear white coats and are called "residents," I usually infer that psychology has a status problem vis a vis psychiatry.

As a psychology intern you may get caught up in these factional disputes. One of my students was reprimanded by a psychiatric resident because he had the temerity to write a "diagnostic impression" ("patient appears depressed") in a chart, thus usurping the exclusive right of physicians to make medical diagnoses. The resident complained to the Chief of

Psychiatry who complained to the Chief of Psychology. Eventually, a formal hearing was held before it all got worked out.

Presumably all of this occurred because everyone wanted to make sure that the patient received the best possible care, but somehow I never learned how the client benefited from all this wrangling. You may enjoy such confrontations, but from my standpoint, with everything else you have to worry about on internship, who needs this sort of bovine residue?

Politics and purges. Apart from interdisciplinary harmony, as you travel around the circuit you may hear rumors about high level political struggles in which administrators resign or are fired. Sometimes these struggles are real, sometimes simply gossip. They are usually conveyed in hushed tones by some intern who is presently at the facility and who is eager to give you the inside story. The implication is that you should avoid that setting until the conflicts have been resolved or new people appointed.

An unstable political climate, if in fact it exists, is certainly a factor to consider, but its effects should not be overemphasized. To put the matter in perspective, suppose that as a graduate student you teach introductory psychology to undergraduates at your university. If the Chancellor of the University System fired the President of your school, would it really make any difference in the quality of instruction for the freshmen enrolled in your class? At the intern level, these political battles, unlike the territorial disputes described above, probably have relatively little impact.

Prestige. Some internships are more

prestigious than others. Graduating from a prestigious internship enhances a vita and may open some doors. It also makes your DCT look good. However, prestige does not necessarily guarantee that the training afforded interns is better, or even as good, as it may be at other less renowned places. It is up to you how important prestige is and weigh it accordingly.

Fit with future plans. Each of you has different goals. Consider what you want to be doing five and ten years from now. When evaluating possible internships, keep these objectives in mind and ask yourself how each setting will influence your chances of achieving your ambitions. If, for example, you plan on postdoctoral training in a particular area, will this internship prepare you for the postdoctoral program and enhance your chances of getting accepted?

Look beyond the professed goals of the training program and examine the actual achievements of its graduates. What kinds of jobs do they get? What are they doing five years later? Some places that profess to prepare you for academic positions, for example, may have virtually all of their former interns enter professional practice.

Some Training Directors and their staffs work very hard at helping their interns find full time positions at the conclusion of their internship. (Obviously this is easiest when the student has completed the dissertation and the facility is located in the area where the student hopes to locate.) Other internships do not regard intern placement as part of their responsibility and do not get involved with this aspect. Such assistance will be more important to some students

than to others.

One option that clearly requires thought is interning in one of the military programs. The military has obvious advantages in terms of initial salary, medical and retirement benefits, and opportunities for foreign travel. However, military internships require you to spend three years on active duty after completing your internship, even if you have not completed your dissertation.

If you are considering a military internship, its impact on your future career plans will certainly be a major consideration. You need to realize that, even though it is subtler, any internship you choose will have far-reaching effects on your career. Thus, you should apply the same criterion of fit with future plans to all the settings you consider, military and civilian alike.

Balancing professional priorities. As we have reviewed some of the professional criteria that you may use to evaluate what you want in an internship, it may have seemed that some choices were obvious or trivial. Everyone wants high quality training, dedicated supervisors, congenial colleagues and a free choice of desirable rotations. What you must do is decide on their relative importance to you, because you will find that trade offs are inevitable. In order to get that neuropsych rotation you covet, you may have to go to a place where there is considerable inter-disciplinary strife. An institution with considerable prestige may emphasize service at the expense of training. If you can decide on the relative importance of these professional issues before they get linked to particular places, you will find it easier to

compare internships.

Personal considerations. In addition to these professional factors, there are personal preferences to consider. Since you are going to spend at least a year of your life in your internship, it is important that you establish your personal as well as your professional priorities.

Location. For many, geography is the most important personal consideration. You will make many contacts on internship and no doubt generate some job offers. For this reason, it is sensible to consider a site in the area where you eventually plan to locate. Going to Boston will not help you find a job in Southern California.

If you still have your dissertation work to complete, proximity to your university or professional school may be another geographic consideration. If there is a lot of work remaining on your dissertation, you may have to select a site nearby, choose a topic that can be investigated at your new location, or decide to postpone applying for internship.

Family ties and relationships also play a vital role in selecting a site. You may decide to intern near your university if a spouse, children or other people who are important to you cannot relocate. If others are traveling with you, their needs must be taken into account. Such matters as job opportunities and school districts will have to be considered. Aged or infirm parents may need you to locate near them.

If you are traveling in tandem with someone, compromises will be necessary, especially if both of you are simultaneously seeking internships. Some internships make an effort to keep couples

together, even when it involves different disciplines such as psychology and social work. Others prefer not to take two people from the same university. This is the sort of issue that can be investigated during the reconnaissance phase.

The problems facing couples are likely to be exacerbated if computer matching is adopted. Under Uniform Notification, you can compare offers and accept those that afford you the best chance of being together. Under computer matching, there is no provision for contingency decisions, i.e. "If my spouse gets into the chemical dependency program at Yale University Medical Center, then I want to go to the Yale Child Study Center; otherwise I'd prefer the Denver Children's Hospital, provided my spouse is accepted at the Colorado Health Sciences Center."

The best strategy for couples who wish to remain in proximity is for them both to limit their applications to a single area. Other things being equal, metropolitan areas with a variety of settings, such as Boston, the New York Metropolitan area including Brooklyn, the Bronx and Queens, Washington/Baltimore, Houston, Los Angeles and the San Francisco Bay Area afford couples the best chance to stay together, and it is easier to travel from one major city to another in the Northeast than in the Northwest. If preallocated slots are available in your program, it can simplify the problem of couples by getting at least one person pinned down early.

Accessibility is another geographic factor, especially if you are involved in a relationship where you plan to live apart and visit one another frequently. We will discuss travel in detail in Chapter

Seven, but if you choose an internship located in a "hub" city you will find air travel will be enormously facilitated and considerably less expensive. By the same token, other things being equal, developing a list of several places in a particular region will make it easier and less expensive to visit them all for interviews than it will be if they are spread all over the continent.

Finally, geographic considerations need not always be practical. If you would like to spend a year in Hawaii or there is some other place you have always wanted to visit, put that down and give it an appropriate weight. Quality of life, rural vs. urban environment, climate, proximity to a beach and similar factors are also worth considering.

Quality of life. One aspect of an internship that is not readily apparent from the brochures is the pace and the amount of stress placed on interns. Some are frenetic...the interns all carry beepers and rarely complete a meal or a trip to the bathroom without being summoned to a phone; others are leisurely and laid back. Some places require interns to work 60 hours or more six or seven days a week to keep abreast of their duties; others expect no more than the standard 40 hour, five day work week. What you choose is up to you, but a Type B personality can be miserable in a Type A setting and vice versa.

Another potential stressor is the type of clients you will be treating. Psychopaths and sex offenders pose special problems, and a pediatric AIDs or oncology ward requires extraordinary emotional stamina. You need to evaluate yourself on these dimensions and select accordingly,

especially if you are applying for specialized programs such as the V.A.'s gerontology slots.

Amenities will vary greatly from one site to the next. I have visited interns with brand new, beautifully furnished private offices that I would kill for and others that have to share a desk in a room crowded with other trainees. Some sites have magnificent, well maintained grounds with ocean views, tennis courts or golf courses; others are in inner city ghettos where staff venture outside only in groups. Availability of secretarial help, the caliber of the library, the accessibility of parking, and even the quality of the cafeteria can all influence morale.

Financial considerations. Finances are another consideration. Some places have unfunded positions. Even if you can afford an unfunded slot, I do not recommend it. I personally feel that an unfunded intern will eventually feel exploited. Of course in certain situations, this may be the only way to get the experience you wish. For example, various regulations limit the funds available for those of you who are not U.S. citizens.

Among the funded positions, stipends vary greatly. A three-minute non-definitive survey of our brochures and last year's APIC Directory showed a range from $4,200 to $28,000. Most seem to cluster around $10,500 +/- $1,000. The VA recently increased its stipends to $13,700. This may drive up the stipends at competing internships.

When comparing stipends, take note of whether medical benefits are provided. Some settings provide superb benefits, others offer none. This can be an impor-

tant consideration, especially if you have a family and/or health problems. While you are at it, check and see if your university provides health benefits to interns who are not in residence, and if so, what fees you must pay to keep your health plan active. You may discover that the cost of health insurance makes an enormous difference in the actual value of a stipend.

To people accustomed to the usual graduate school deprivation schedule, a stipend of $10,000 to $13,000 may seem quite adequate. However, you may find that your expenses are significantly higher on internship. Additions and maintenance to your wardrobe, carfare, and rent, will typically be higher. You may have to budget travel back to your university, and, if you are separated from a loved one, you can count on the phone bill being higher.

If your graduate school is in a more or less rural area and your internship is in a metropolitan area, you can expect property values and rents to be substantially higher. (Remember the old WAIS item about land in the city costing more than land in the country.) If your stipend is modest, you may have to live at some distance from the site where housing is more nearly affordable; this increases the time and money spent commuting and decreases the time spent at the facility. Other places may require you to travel back and forth from one facility to another which has the same effect. No one is going to get rich on internship, but if the stipend is so low and/or the living expenses so high that you must take a second job to survive, you will get less out of the experience.

Evaluate the local cost of living by

asking other interns and by checking the classified ads for rents when you visit. If possible, inspect the areas with the rents you will be able to afford on your stipend. Is the neighborhood so bad that you will have to budget $100 a month for ammunition and emergency room expenses?

You might also check auto and theft insurance rates and provisions at possible sites. In addition to their impact on your budget, the rates might be a good unobtrusive index of their relative safety. Moreover, you might discover some loopholes in your coverage.

This rather odd suggestion had not occurred to me until I recently visited one of our interns in the Northeast. He was unable to meet me because his car had been stolen from his driveway. It was eventually recovered in another city, but by the time the police notified him, the daily storage charges had accumulated to the point where they exceeded the value of his automobile. The insurance company refused to reimburse him and he was forced to abandon his car.

The most surprising aspect of this bizarre misadventure was that when he told others about this calamity, there was no one he encountered who had <u>not</u> had a car stolen, or at least boosted. Needless to say, no one had informed him of this probability when he had interviewed at the internship. The Appendices include a list of questions to ask while interviewing; perhaps I ought to add, "Tell me about the last time your car was stolen."

<u>Negative items</u>

In addition to the various things you want from and in an internship, there are

undoubtedly some other things you do not want, such as having your car stolen. Some of these may simply be things you would prefer not to have to experience. Jacob (1987), for example, did not want an inpatient psychiatry rotation and negatively weighed those internships that had such a requirement. The more inpatient psychiatric time that was required, the more it detracted from the overall score on her "decision grid."

In addition, you may have some "veto items" which would cause you to avoid an internship no matter how desirable it was in other respects. These may be professional or personal. Many students will not consider an internship that does not have a rotation in which they are especially interested, one which has a theoretical orientation that is alien to their own or one which is located in some part of the country which they deem undesirable.

Whatever these items are, you should note them down and make them explicit. If you screen out all settings which have this "veto" characteristic, you will save yourself a good deal of time. Of course, if you have so many veto items on your list that you are left with only a handful of potential internships, perhaps you should reconsider and be less judgmental.

All of these personal considerations, positive and negative, are in addition to and interact with your professional priorities. This is why there is no one internship that is best for everyone. It is up to you to decide what considerations are most important for you. Not only will this enable you to evaluate which internships are best suited to your needs, but it will also serve as a guide to the information you need to gather about each setting.

CHAPTER FOUR:

PRELIMINARY RECONNAISSANCE

The purpose of the preliminary reconnaissance is to develop a list of possible internships that you are interested in investigating in greater depth. Although students spend hours poring over internship materials, this is probably the easiest part of the process. You know how to do library research, and, since you have established your priorities, you know what you are looking for.

Some preliminary investigation can take place early in your academic career. Almost everyone has some ideas of places that seem attractive for various reasons. Perhaps you have heard about them from students who interned there or maybe they are in a part of the country that has always appealed to you. If it is convenient, you might find it helpful to make an informal preliminary visit to the internship site. If it is a real "turn off," you will save yourself the trouble of applying. However, keep a low profile; most Training Directors have more than enough to do without feeling obliged to entertain casual visitors who may someday apply for internship.

If members of your faculty interned at one of these sites, or if fellow graduate students are presently enrolled there, ask them about their reactions. Often current interns return during the course of the year for various academic chores like committee meetings. Ask their major

professors when they are likely to be in town and see if you can schedule some time with them. If they are located at an internship in your area, you might be able to arrange for an informal visit. Failing this, you may write a letter or phone them at home.

Another cost-effective way of reconnoitering is to identify personnel connected with the training sites in which you are interested and observe or make contact with them at regional or national professional meetings such as APA or AABT. If you are really interested, you might write or call in advance to see if they are free for coffee or a chat. Otherwise, attend one of their presentations and introduce yourself afterwards. This will not only give you a chance to study the person during the presentation, but may also give you an edge later if you apply.

Realistically, unless you are one of those super-organized people who always mail all their Christmas Cards the day after Thanksgiving, here you are in the Fall of the year you plan to apply and you have not taken any of the above steps. How do you develop a list of places and check them out?

For openers you need to survey the list of available internship facilities. All APA-approved programs are listed every December in the American Psychologist. Unfortunately it provides virtually no information beyond the addresses. The Association of Psychology Internship Centers (APIC) annually publishes a Directory of Internship Programs in Professional Psychology. This is by far your best source of information. Instructions on how to obtain it were provided in Chapter One.

Virtually all accredited predoctoral internship programs are listed and described briefly in the APIC Directory, so consult this source first to identify internships which may be of interest to you. Unfortunately, the Directory does not have an index that will guide you to specific programs. It is organized alphabetically by states and then by cities within states. So, if you do not already have some places in mind, you need to wade through it state by state and city by city. This is why it helps to have formulated your geographical preferences.

A support group can make the task of searching through the Directory easier. If you are interested in identifying those programs which have certain attributes, such as a major child rotation, you can each take a region and flag the settings with the desired characteristics.

You may benefit from lists compiled by professional organizations or journals that reflect your particular interest or orientation. For example, the Journal of Clinical Child Psychology published an 11 page list describing internship programs offering experiences with children, youth and families in their Winter, 1986 (Vol. 15, pp. 363 - 373) issue. Check with faculty members whose interests parallel yours to determine if they are aware of similar lists in publications they receive.

Your faculty is also a good source of information about internships, although some of their knowledge may be dated. Visit faculty members who have interned themselves at places that interest you or who are knowledgeable about the areas you are interested in and ask them for suggestions.

In the course of these discussions, you discover that this faculty member is personally acquainted with some members of the training staff at one or more of the institutions that interest you. If so, make a note of this fact. If you decide to apply there, it may help to ask this faculty member to send an additional letter of reference. Recommendations from friends and people with whom we are personally acquainted always carry greater weight than those from strangers.

Once you have identified places of interest, you need to gather more information about them. Your DCT or training office probably gets brochures from facilities around the country. These are generally mailed in the Fall, after the August APIC meeting at APA. If a file of these brochures is available, consult it. If not, you and your fellow applicants should volunteer to create such a file.

Meanwhile, write for information and application forms. The APIC Directory has the address of the Program Director of each facility; unless they indicate otherwise, you may write indicating your interest and asking for their descriptive brochure when it is available.

When you write to an internship program, whether you are asking for information or actually applying, it is essential you include all the information on the address. Many people send their inquiries or applications to the training center without indicating the person or the program for whom it is intended. With the thousands of patients and hundreds of staff members from dozens of disciplines who pass through a major training center in the course of a year, hospital mail rooms have little time or inclination to

attempt to deduce who you wanted to contact. A common mistake is for applicants to write to the "Internship" program. As Belar and Orgel (1980, p. 672) pointed out, a major consortium may have several internship programs in each of a dozen different disciplines.

Again, the process of writing for brochures can be made easier if you have a support group to divide up the work. When you get the brochures and materials, stamp the date on them. Then try to ascertain when they were published. For example, if it tells you to get your applications in by Nov. 30, 1988 to take part in Early Notification, you know that it has been a while since anyone updated it. Flag it so readers will know that the information may be dated. You may also infer that this internship pays less attention to training than those that keep their materials current.

Remember that the purpose of the brochure, like any other piece of advertising, is to sell you on the internship so you will apply there. Without a pool of applicants, an internship will go out of business. As Grace (1985, p. 475) gloomily noted, "The prospective intern should not accept on faith that the internship will meet his or her needs or even that it is primarily designed to do so. Nor should one assume that all information in written and verbal descriptions is accurate. Programs change and misrepresentation is not unheard of." Grace's warning takes on added weight by virtue of the fact that he himself was a Training Director when he wrote his article.

Once you have received your brochures, narrow your list and investigate the most interesting programs in depth.

Discuss them with faculty and supervisors, especially those who may have interned or visited the site in which you are interested. When possible, talk with fellow students or alumni who may have interned there recently.

After doing all your homework, you may have some specific questions that will be critical to your application decision. Perhaps you really want a neuropsych rotation, but it is not clear from the brochure whether one will be available this year. Or you may be attracted by the opportunity to work with the famous Dr. Ulna Tibia, but you have heard a rumor that Tibia is leaving the Brachial Center and moving to Humerus Hospital. By all means call the Training Director or ask your DCT to do so to check out this information before going to the trouble of applying. Current interns can be an invaluable source of information. Ask for names and give some a call. When you complete this information-gathering you should have narrowed your list down to about 12 to 15 possible places.

Some programs require that you get clearance from your DCT or from the program faculty before you formally apply. For example, some programs try to reduce inter-student competition by having each student select a first choice and forbidding other students from applying there. Whatever the ground rules, once your list has been approved, you are ready to begin the application process. If you have not already done so, this will require you to prepare a resume or Curriculum Vitae. This process is described in detail in Chapter Five. And, of course, you will need to prepare your applications. This is discussed in Chapter Six.

CHAPTER FIVE:

PREPARING A RESUME OR CV

The purpose of this chapter is to help you write a successful resume for applying for internship. I use the term "resume" deliberately, because even though you will probably call your resume a "Curriculum Vitae" ("CV" or Vitae for short), the document you will prepare for applying to internship will differ in certain respects from an academic CV.

Your academic CV will focus almost exclusively on scholarship, i.e. your educational history, editorial appointments, professional memberships, and publications, whereas the CV or resume you send to an internship should also include a detailed account of your clinical and professional training, experience, and skills. In addition to listing your various jobs, it should contain a brief description of your duties, the types of patients you saw, the nature and extent of the supervision you received and your competence with various psychometric instruments, items that would be inappropriate in an academic CV. With the understanding that I am not referring to an academic CV, I will use the terms CV and resume interchangeably in this paper.

The purpose of your CV or resume is to present a complete and accurate account of all your qualifications in an attractive format that will help you compete successfully with other applicants. This is not the time to be modest. Include all your credentials and relevant experiences.

Every prospective intern I interview has omitted some salient bit of information that will impress some intern directors. Among the most common omissions are professional workshops you may have attended or given yourself, undergraduate accomplishments such as graduating with honors, and special skills such as fluency in a foreign language.

While you should not be overly modest, you should not "pad" your CV by listing the same item several times, by including trivia, or by overstating your accomplishments or qualifications. For example, do not list your master's thesis under "education" and again under "publications," or claim expert status on the Rorschach based on five administrations.

Many internships require that you complete a standard application form as well as a CV. Since the information that is requested on this will often overlap your CV, I suggest that you assemble all the data you will need for both the resume and the application forms at the same time. Next, prepare the resume. Once that is completed, it may be possible for you to answer some of the questions you encounter on the application forms by referring the reader to your CV.

In writing a CV, especially when doing it for the first time, many students get so overwhelmed by stylistic questions they tend to forget the more substantive ones. Should I put my name in the middle or at the side, in regular type or boldface? Should I have it professionally printed? What color paper should I use?

I suggest that you divide the process into four steps and deal with them one at a time as follows:

1. Assemble all the information you will need to complete the CV and the various application forms.

2. From the assembled data, select the information you wish to include in your resume.

3. Decide the best way to organize the information you choose to include, i.e. the sequence of topics and what will be listed under each.

4. Present the information in a clear and attractive format. (This is when you decide the stylistic questions.)

Step One: Assembling the information

Writing an initial resume is like filing your income tax...the biggest problem is assembling all the data you may need. In this section I will provide you with a comprehensive list of information that you may need for writing your CV and filling out application forms. You should also go to the Post Office and obtain a Standard Form 171; this is used in all applications for Federal employment and it lists other types of information that may be requested.

Although I will only focus on the information you need to assemble for internship applications, as long as you are going to all the trouble of collecting these data, it makes sense to collect and preserve other information you might need when applying for employment or licensure at some future date. Information that seems unimportant now, may be essential at some future date, but as the years go by and you move from place to place these data will become increasingly hard to obtain.

In constructing this data bank, don't worry about how to present things. Just obtain and list the information in whatever manner you find most convenient. I suggest you use a format that will make it easy to add and subtract items and to experiment with different sequences of topics when you get to the organizational phase. You might use a card file or a loose leaf notebook with separate sections for employment, publications and the like and a separate page or card for each item. A computerized information storage system is good, provided you back it up with a hard copy.

The list of information that I will present is designed to be as comprehensive as possible; there will be many items included that it will be helpful for you to have available that you will not want to put in your CV. Since I am trying to think of everything that anyone might have, there will undoubtedly be many items that do not apply to most readers, so do not let this give you a feeling of inferiority.

Personal information and identifying data. This information is designed to tell the reviewer who you are and where you can be found. Although you have considerable discretion about how much personal information you wish to disclose, and equal employment opportunity laws place severe restrictions on the information employers can require, for the purpose of assembling a data base I will put down everything I can think of that you may want or need to include.

1. Name(s): Your complete legal name, including any suffixes such as "Jr." or "III," any former names, especially if you have used them professionally, and any

name changes you anticipate between now and Notification Day.

2. Addresses: All of your various addresses, home, work, department, as well as the address of someone who will always know where to find you, and any anticipated changes. (Although it is not necessary for internship applications, for some purposes, such as security clearances, you may someday need to provide a complete list of the exact street addresses of all the places you have ever lived.)

3. Phone numbers: List the phone numbers associated with the above addresses and the days and times when you can be reached at each, as well as any special information that would be helpful in reaching you, such as "ring ten times to activate the answering machine."

4. Social and demographic information: Include your date and place of birth, citizenship and INS status, Social Security number, marital status, names and birthdates of children and other dependents, your ethnic, racial, or minority status, and your gender if it is not obvious from your name.

5. Military status: If you have served in the armed forces, record the branch of the service, your dates of service, discharge status, military serial number, service connected disabilities and/or Purple Heart, and if you are eligible for a Veteran's preference.

6. Legal status: arrests, convictions, probation, parole or imprisonments (See Federal Form 171).

7. Health: conditions that might have an impact on your employment, i.e.

need for wheelchair accessible workplace.

Education. By and large, for your CV you will only need to list your undergraduate and graduate education noting the degrees and majors, but some of the applications call for lists of courses and dates, so you should get copies of your transcripts and have them available. The more general the application form, such as Form 171, the more likely it is to ask for things such as the number of semester hours or credits you had in your major or minor.

Would-be employers do not ask for GRE scores, but you should keep a record of them in case you apply for admission for further graduate education. In addition to the regular graduate program, you should note all the relevant continuing education courses or workshops you have attended.

1. High school or GED: dates, place etc. (You will not use this in your CV, but some applications may call for it.)

2. Undergraduate education: list every institution attended, noting for each the name of the institution, its address, the dates you attended, your major and minor, any degree you received and the date, and any honors or awards (Cum laude, Phi Beta Kappa etc.). If you received an award that is specific to that school, i.e. the Phineas P. Phollansby Senior Trophy, explain what it is for. If you completed an honors project, record the name of your major professor or advisor and the title of your honor's thesis.

3. Graduate education: For each program attended list the same basic data as above. Have available a transcript for those applications which inquire about

specific courses or numbers of hours. Also include the specific degree program (i.e. APA approved Ph.D. program in Clinical Psychology), the title of your Master's thesis, major area paper, and dissertation, the name of your major professor(s), your current status (i.e. completed major area paper, candidate for Ph.D.), the date your dissertatation prospectus was or will be defended, and the date you anticipate completing your dissertation.

Note any major gaps in your chronology, i.e. periods when you were not enrolled in school or were unemployed and be prepared to explain them, i.e. raising small children, beachcombing, in prison etc.

4. Other educational experiences:

a. List professional workshops you have attended, including the person who presented, the date, place and number of hours for each.

b. Technical or professional courses such as computer seminars.

c. Training analysis.

Special skills. Include knowledge or skills that might be useful in some internship settings.

1. Languages: list any foreign languages you have and your proficiency level in reading, writing, speaking and understanding.

2. Special computer skills.

3. Ability to operate relevant equipment such as biofeedback apparatus.

4. First aid, CPR training.

5. American Sign language for the hearing impaired.

Professional credentials. Include any relevant professional licences or certificates.

Professional organizations. List the various professional organizations to which you now belong or have belonged with the dates of membership, the level of membership (i.e. student, associate, member, fellow). Include any committees on which you served and any offices you may have held, such as program chair, etc.

Honors and awards. List all of the honors and awards you may have received in college and elsewhere. (When it comes to organization, you can decide whether to list the college awards such as Phi Beta Kappa separately or under "Education"; at this stage redundancy is OK.) Include honorary societies such as Sigma Xi, any degrees with honors, and any fellowships or grants. Note offices you have held, both elective and appointed, such as Graduate Student member on Clinical Training Committee, President of Psi Chi.

1. Exceptional high school awards; i.e. Boys State Governor; Presidential Scholar award.

2. Awards from civic or professional organizations, i.e. Lou Brock Leadership Award; APA outstanding paper award.

Previous employment (Nonprofessional). One of the main differences between a CV and a resume is that the CV includes only professionally relevant experience.

In the CV you can omit the various other jobs, like being a cocktail hostess, that you may have taken to get through school.

In a resume or an application for employment such as Form 171, however, you must list all the jobs you have had in chronological order, beginning with your current position and working backward. At this stage it is a good idea to assemble the data you will need for both your CV and a Form 171.

Preparing a complete employment history is always difficult, especially the first time you do it. Unfortunately, you generally need to submit one for a Federal or state position. If you keep a copy and simply update it as you move from position to position, it is less difficult.

These forms are all similar to one another. Starting with your present position and working backward toward the dawn of time each and every job you have ever held, you list: 1. the name and address of your employer; 2. the dates employed; 3. the average number of hours worked per week; 4. your starting and ending salary; 5. the name and phone number of your immediate supervisor; 6. the nature of the business; 7. the exact title of your job, i.e. Clinical Psychologist III, Step 4; 8. a description of the work you performed; 9. your specific duties and the percent of time doing each; and 10. your reason for leaving.

These application forms may ask for other information, but, with one exception, all of it is included in the material you have been gathering. The exception is a question asking whether you have ever been fired from any job or quit because

you were about to be fired, in which case you then have to go on and supply all the gory details. It is always best to 'fess up and answer these items, and any items with regard to criminal convictions, truthfully and then explain. A positive answer does not bar you from employment, but signing a false application is itself a criminal offense and subjects you not only to dismissal but prosecution for fraud and misrepresentation.

Professional experience. On a CV, in contrast to an employment application, you only include those jobs which are relevant to the position for which you are applying, namely a psychology internship. When you get to organizing your CV, you will probably want to subdivide your experience into two or three categories: research, clinical and teaching. For each, you should provide enough detail to give the reader a clear understanding of the nature of your duties and the extent of your experience.

For each position, you should indicate: 1. the title of the position; 2. the employer; 3. the dates you were employed; 4. the number of hours you worked per week; 5. your duties and responsibilities; 6. the name of your supervisor and his or her title and credentials, i.e. Leslie Barracuda, Ph.D., ABPP, Supervising Clinical Psychologist (Licensed West Idabama); 6. the amount of supervision received weekly and whether it was individual or group. In addition, for future reference it would not hurt to note where each supervisor obtained his or her degree and the year.

The nature of the information you include under "responsibilities" will differ according to whether you are dis-

cussing teaching, research or clinical positions.

1. Teaching: In the case of teaching experience, you should indicate the name and number of the course, its subject matter (i.e. abnormal psychology), the type of course taught (ie. large lecture), the number and the level of students (150 to 200 undergraduates, mostly freshmen and sophomores), and what your role was. Did you have sole responsibility for the course or did you handle the sections and proctor the exams? Do this individually for each course.

2. Research: Indicate the nature of the research and your specific responsibilities, i.e. running subjects, data analysis etc. Cover the specific skills you needed and the techniques you used, i.e. administered SADs interviews to 100 college sophomores.

3. Clinical: Record the type of setting, the nature of the specific clients you saw (age, gender, in or outpatient status, typical problems), and the nature of the contact, i.e. individual or group therapy. Make clear what it is you did in the way of assessment, therapy or whatever and the techniques you utilized. In the case of clinical experiences, record the total number of hours of experience (i.e. 20 hrs. per week for 50 weeks = 1000 hours) and the total number of hours of supervision. At the end of the clinical section include the total number of hours of experience and supervision you will have by the time you report for internship.

a. Summary of experience: Many application forms ask that you produce a small spread sheet or table indi-

cating the number of clients you have seen in various settings and what you have done with them. You may be asked to break down the number of clients by age (children, adolescent, or adults), inpatient or outpatient status, and gross diagnosis, (substance abuse, marital problems, psychotic etc.). Then you indicate the nature and extent of your contact with the individuals in each group, (i.e. intake, assessment battery, group therapy, individual therapy etc.).

b. Instrument competence: Another frequent request is for a table listing all the assessment instruments that you are familiar with. You may simply be asked to indicate your level of expertise with each or for a more detailed breakdown reporting the number of tests you have administered, scored, or interpreted.

In preparing these tables, you have to walk a fine line between overstating and understating your abilities. People will look askance if you claim "expert" status on the Rorschach after scoring only five, or even fifty. On the other hand, don't sell yourself short. There may be some instruments with which you have only a nodding acquaintance, perhaps based on a lecture or a couple of case presentations. It is all right to list "exposure to" these techniques, indicating some familiarity but not implying proficiency.

In addition to your practicum placements, you may have accumulated additional relevant experience in the course of volunteer work, participating in a telephone counseling service or a crisis management team. List these activities along with dates and salient details such as the type of clients seen, the numbers

of hours you spent and the nature of your duties.

Publications and presentations. This is the section that is the core of an academic CV. Most internships will be duly appreciative of your scholarly credentials, as long as they are convinced you can pull your weight clinically. As in previous sections, put everything you can think of into this inventory, then later pick and choose what you will include on your CV. List all items according to the style in the current APA Publication Manual.

1. Articles in refereed journals, including articles already published, those "in press," those being revised for resubmission, and those under review.

2. Papers at scholarly meetings, posters, symposium contributions etc. in which there is a review for quality. Include those presentations already made and those which are under review.

3. Chapters or contributions to books or monographs that have been published or accepted for publication.

4. Reviews, notes and comments, such as published book reviews, published letters to the APA Monitor or the newsletters of learned societies etc.

5. Unpublished writings, such as your thesis, dissertation, or major area paper, technical reports prepared for granting agencies, as well as training manuals or other internal documents published by your department or employer.

6. Unrefereed presentations,

such as colloquia presented to groups of scholars (other than class room presentations), workshops, staff training presentations at your workplace, creative writing, and film, TV or other media presentations.

Other evidence of scholarly activity.

1. Editorial activities, such as reviewing submissions for a journal or a scholarly meeting, editing or being on the editorial board of a publication such as a journal, a newsletter etc.

2. Grants applied for or received.

3. Consulting activities of a scholarly nature.

4. Summary of current research and plans for future research.

5. Anything else of a scholarly nature you can think of.

Miscellaneous. Note any acomplishments or activities not included above that might enhance your resume or help them get to know you, such as recreational activities or hobbies, civic service, and non-professional honors, awards, or recognitions such as winning an art contest, being elected to office in a civic organization, etc.

Basic boilerplate. In addition to the data that will form the raw material for your CV and for your applications, there are certain standard questions you are likely to be asked or statements you will wish to include in your cover letter. It may be helpful to prepare them in advance, or at least list the points you will wish to make when these items come up.

1. What are your goals for the internship?

2. What are your strengths and weaknesses?

3. What do you plan to be doing five, ten years from now?

4. Explanations for any potentially embarrassing or puzzling items in your history such as gaps in the chronology, being fired from a job, flunking out of school, or being charged with a criminal offense.

Step Two: Selecting what to include in your CV

Once you have assembled all the material you can possibly use, plus a lot more, you can choose what information you wish to present in your CV. Since your CV is your creation, there are no formal or explicit rules about what you may and may not include. However, there is a large body of custom and people will generally look askance at those who go outside the generally agreed upon format.

One way to steer between the Scylla of appearing to overstate your qualifications or pad your CV with trivial items and the Charybdis of omitting potentially helpful information, is to label items clearly. For example, whereas it is not appropriate to include unrefereed items like grant reports or training manuals under "Publications," one could include them as "Technical reports (unrefereed)" or "Training manuals." That way they get on the record, but no one can accuse you of misrepresenting these items as refereed publications.

As you scan the material you have assembled, deciding what to put in your CV, you may also note other items that are not appropriate for inclusion that you will wish to put in a personal statement or cover letter. The "boilerplate" material listed above falls in that category.

Personal information. Personal information is just that, personal, and it is entirely up to you what to include under "personal" material. You obviously need to list your name, address, and phone numbers.

Information as to marital status and dependents is optional. Female applicants especially have noted a lot of curiosity about their marital status; if it was not indicated on their resume, some interviewers craned their necks to get a glimpse of their ring finger.

I have asked TDs about this, and they indicate that the two basic concerns internships have about marital status and dependents is, first, whether the candidate is likely to accept an offer, and second, whether parental responsibilities will interfere with internship duties. So whether or not you put it in your CV, mention it in your letter or get asked in interview, be prepared to deal with this issue.

If you are married and applying to an internship that involves a major relocation, expect some curiosity about whether your spouse plans to move with you or not. If attending this internship means living apart from your spouse and/ or your children for a year, they may infer that you will be more likely to accept an offer that is closer to home. If this is not the case, you may have to disabuse them of

this notion. If you have small children, expect curiosity about who will take care of them and, if you are bringing them with you, whether they will make it difficult for you to put in the necessary hours.

Realistically or not, there seems to be more concern over these relationship issues for female than for male applicants, and for couples who are married rather than otherwise involved. My advice, which some of my female colleagues say is naive, is to be honest and forthright if you are asked about your plans for your spouse or children. I feel that if this is going to be a big problem, it is better to find out about it now than after you have started an internship. My female colleagues say, "Get real."

One item I would definitely not include and make no reference to is financial security, especially if you a married woman whose husband is capable of supporting you during your internship. Some places have unfunded internships, and it is my impression, supported by some female training staff I have talked to, that they are more likely to offer an unfunded slot to Mrs. Cardiologist, regardless of her credentials, than they are to other applicants.

If you are traveling in tandem and are both applying to the same place, I would communicate the fact that you are a couple. If you are applying to different programs, i.e. one to psychology and one to social work, some cooperation between the departments will enhance the chances of your both being accepted.

If you qualify as a minority, I would include this information since there are some stipends that are reserved for minor-

ity applicants. If you are not a U.S. citizen you may be ineligible for some stipends, so it is best to make this known in advance rather than after you have invested a lot of time and effort in interviewing. I would not include health or legal status in the CV, but, if there are problems, be prepared to deal with them in interview or on an application form.

Education and special skills. Turning to education, do not include high school on your CV. Do list all the basic information for every college and graduate school attended and your current status in your program. Do not list the courses you have taken; save that for the application form or the transcript. Include the workshops and continuing education seminars you may have attended, but under a separate heading.

Aside from language proficiency, special skills do not generally go in a CV. I would put them in an application or mention them in your cover letter. Do, however, list all your professional organizations and credentials.

When it comes to honors and awards, some discretion is in order. You definitively want to include the important ones, especially those of a clearly professional nature, but do not include others such as being "Hilton employee of the month" or the fact that you won the local pub's wet T-shirt contest. High school awards can be included if they are truly exceptional; the more they relate to professional activities the better, such as winning a science fair competition.

Previous experience. Under previous experience and employment, include all

your relevant professional experience in your CV, but do not put in all the various other jobs you have held. Under "organization" I suggest that you subdivide your experience into homogeneous categories such as "research," "clinical" and so on. You do not need to limit this to paid positions; for example you might wish to include a research apprenticeship, even though it was unpaid, under "research experience."

I advise including a table summarizing your instrument competence on your CV, whether or not it is called for in the application form, unless this is one of your weak areas. With regard to other activities, such as volunteer work, you should decide for yourself how significant this activity is and whether it enhances or detracts from your CV. It may be better to allude to it in your personal statement or in your discussion of goals.

Scholarship and publications. Under scholarship, definitely include all your refereed publications and presentations and label them as such. Also include your thesis and, if you have prepared one, your major area paper, but I suggest you list them under "education" rather than as publications. It is also all right to list items that are under review, but do not put the name of the journal to which they have been submitted. Do not list articles that are "in preparation" under publications. You may refer to them in the boilerplate on future research plans.

In my CV, I have two sections labeled "Notes, reviews and comments" and "Technical reports" in which I include material that has not been refereed, and I would suggest that you include such materials somewhere on your CV as well. You may not

need a lot of subsections, but, when you prepare the CV, you need to do so in a way that makes it clear you are not trying to "pass these items off" as refereed publications. If you have publications in other areas, such as poetry or short stories, include them in your CV, but list them in a separate section from your psychological writings.

Opinions differ on including hobbies and other non-professional activities. While it may be frowned at in an academic CV, I do not have any problems with it in a CV designed for internship applications. While some activities, such as being a computer hacker, might enhance the perception of your skills, I think the chief value of such material is that it may help the interview get started or assist you in finding some common ground with the interviewer.

Step Three: Organizing your CV

Your CV should be organized so that readers can easily find the information they are seeking. A well-organized CV gives the impression that you are a well organized person. The sample CV in the Appendix will give you some ideas as to organization.

One key is consistency. If you start with your most recent positions and work backwards in the employment section, then you should do likewise in the education section.

I favor putting all the identifying material up front, including demographics, organizations, and credentials. Once this is taken care of, I find it useful to arrange the CV used for internship applications topically. I suggest that you

start with the section on education and put all the information relating to this topic together. Begin with your current status and then add the information relating to your dissertation (including the title, prospectus date, major professor) first, followed by your major area paper, followed by your Master's. Include dates to the left. (If you chose to list your masters under "publications," do not list it here as well. However, I think it best to put it here.)

Next summarize your undergraduate education. Include any educational honors you have received, unless you have chosen to list them separately under "Honors." (Do not include them twice, although if you graduated with honors you should list your bachelors as "A.B., summa cum laude" or whatever.)

In a separate section, list other educational items such as workshops. I would also include skills under this same general heading.

Next, I would present your professional experience. Rather than putting everything chronologically, thereby mixing different types of experience, I prefer to to use homogeneous topics such as "research," "teaching," and "clinical." The order is up to you and is one way you can choose what it is you want to emphasize.

Within each section, first list the positions you have held in reverse chronological order beginning with the most recent in that topic area. As noted above, include your title, the dates, the number of hours worked weekly, the supervisor and a description of duties, but do not put beginning and ending salaries or reasons for leaving in a CV.

Although you may want to put them in a separate section, I suggest that you list your publications immediately after your various research positions. That way everything relating to research is in one section. Combine any sections that are too small; i.e. if you have one refereed publication and two presentations, put them together as "Publications and presentations."

Similarly, in the clinical section, first list all your positions, then summarize the total number of hours of experience and supervision. Then I suggest that you include the table reporting instrument competence. If you wish, you may add another summarizing the number and the nature of the clients you have seen in various settings.

At the end of the CV, you may include a list of the names, titles, addresses and phone numbers of all those you have asked to write letters on your behalf.

Step Four: Style and esthetics

Now that we have dealt with substance, let us turn to style. The most important stylistic issue, overriding all other concerns, is that your resume should be neat, legible, and accurate.

Your CV will probably be xeroxed for distribution to raters at the internship, so use dark, high contrast typography such as a laser printer. Dot matrix is OK, but only if it is of high density. Since your CV is going to be handled by a number of people, use a heavy enough grade of paper so that it can stand some wear and tear.

Present the data in such a way that the reader can easily follow the sequence

and locate things. That is, use headings, subheadings and hanging paragraphs to show what belongs with what. Bold face type or different fonts, used judiciously, can also help. But keep it in good taste.

A common mistake on computer-produced CVs is having an entry carry over a page break. Do not put a heading at the bottom of a page and then have the subordinated material start on the next page, and do not allow a page break to split a job description or reference. If you cannot get it all on one page, it is better to begin the new entry on the next page. Having generous borders and margins is not only attractive, but it gives the reader a place to make notes.

While you may elect to employ a copy ing firm, stay away from the outfits that prepare jazzy resumes for business applicants. The use of different inks, "bullets," raised type and other devices utilized by professional resume firms are fine if you are seeking a sales position, but they are a "turn off" when used in a professional resume or CV. Similarly, it is not customary to include a photograph on a CV.

No matter how many times you have gone over it, before you take your CV or any other material to be copied check for typos. Check everything again when you get it back from the copying firm; do not accept it if there are dark spots or pages printed slantwise. Make sure you check every copy...the one you do not check will be the one with the blank page.

Next assemble each application. Make sure that each is complete and correct, accurate and attractive. Make certain that you have the right materials in each

application. If you have prepared individualized cover letters or personal statements, as I have suggested, be careful to send them to the right place. It will not help your cause if the extremely behavioral internship gets the letter in which you express your interest in dynamic psychology and in learning more about Rorschach interpretation, while the analytic institute receives the statement indicating you hope to become a radical behaviorist. Similarly, double check your addresses, and make sure the name of the training director matches the internship, and the address on the envelope matches the one inside.

This may seem very basic, but all of these mistakes have been made in the past, especially when people rely on others to copy their materials and on computers to address their letters. Even one error or botched page can give a very negative impression. If you are so careless that you do not bother to check a document as important as a job application for accuracy, how can you be trusted to administer tests correctly?

At this point you may be ready to accuse me of hypocrisy because by now you have inevitably found mistakes in this book. Believe it or not this entire text was proofed dozens of times by four different people. The fact you have found errors we missed proves you can never be too careful.

CHAPTER SIX:

PREAPARING YOUR APPLICATIONS

Before you actually submit any applications, make absolutely sure that you have satisfied whatever requirements your department may have for internship applicants. While some programs allow students to apply whenever they feel they are ready, others have a formal procedure involving a transcript check, approval by the DCT or even, as in our program, a vote by the full Clinical Faculty.

Your department may also have an established procedure for submitting applications, such as submitting your material to your DCT so he or she can write a cover letter. Whatever the system is in your department, make sure you follow it to the letter, even if it differs from the advice in this book. You do not want to get a reputation for being a loose cannon just at the time you are asking faculty members to write letters saying how cooperative and responsive to supervision you are.

Let us assume that you have gotten whatever clearance is necessary and have discussed your choices with your advisors. It is now early November and you should have:

1. Compiled a list of places where you plan to apply.

2. Obtained application forms from all of those places.

3. Collected all the personal information you need to prepare the application forms.

4. Prepared a CV or resume, had it laser printed and duplicated.

5. Had transcripts sent to all the places where you might conceivably apply.

6. Provided your DCT, major professor, and professional supervisor(s) with complete addresses of the people to whom they are to send letters of recommendation and requested that they get them all in the mail prior to the Thanksgiving break. (I will go into greater detail about letters of recommendation below.)

Some students worry that transcripts and letters which arrive before the formal application materials are received may go astray. Don't. Every year at this time all the internship training centers start receiving application materials. As soon as an item comes in, they check their data base and see if they already have a listing for that person. If so, the material is added to the file; if not, a file is opened and subsequent material is inserted as it arrives. Since it often takes the Registrar's office a long time to process a transcript request, and since faculty members may put off writing letters of reference, the safest procedure is to request these materials early, even if you have not yet sent in your formal application.

You will also note that different training centers have different due dates, typically ranging from the end of November until mid-January. Naturally you should prepare those with the earliest due dates

first, submitting each application as soon as it is ready. However, since most of your references will send the same basic letter to all your sites, it is best to give them the complete list all at once so they can mass produce their letters.

Where to apply. Now it is time to bite the bullet and actually decide where you are going to apply and how many applications to submit.

Your list should include settings that range in competitiveness. By all means apply to those places you are really enthused about, but, if they are very competitive, also apply to some other places that are less popular. Your final selection should include facilities that range from being highly competitive to relatively noncompetitive.

While you are deciding on the internships that should be on your final list, flag some others for a "lifeboat list." These should be internships you would be willing to attend, but which for some reason you are less interested in applying to than the others. All should have relatively late due dates.

As the name implies, the "lifeboat" list is for emergencies. You will probably never need it, but, if you do, it can save your life. You use your lifeboat list if, midway through the application season, you discover some disaster has wiped out your primary list or a number of places thereon. This is the backup list you turn to if you only appplied to internships in Los Angeles and the "big one" hits a month later, flattening everything west of the San Andreas Fault.

You have enough anxieties without my

reciting the various reasons why you might be forced to submit additional applications late in the game. In the one instance where we had to use a lifeboat list, a good student got a poorly phrased letter of recommendation that threatened his chances for acceptance at his primary list. He went through with interviews, but on my advice submitted five additional applications (with a more appropriate letter) to his backups. After interviewing, one of his backups actually became his first choice and he was accepted there.

Many internships have separate tracks such as child, substance abuse, forensic, and gerontology. In some of these settings, the applications are sorted according to the track specified and candidates are considered by the faculty with whom they will be working. In computer matching, such facilities will submit track-specific lists to the computer. Therefore, it is vital that you clearly indicate what track you are applying for in such programs.

Other internships may not have track-specific selection, but they do have to be sure that all their major rotations are covered. The interests expressed by the applicants may be an important selection criterion. Thus, you should be sure you clearly indicate such interests.

Do not make frivolous applications. This is no time to indulge in ego trips. Do not apply to famous places you have no intention of attending simply to see if you could get in. You may interfere with the chances of other students who are seriously considering the site in question. Also, do not apply to nearby facilities "for practice" so you can use them to

test your interviewing technique even though you have no plans to attend. This will give all applicants from your institution a bad name and may interfere with the chances of your fellow students who are tied to the area and who may be very interested in those sites. In short, the bottom line is, "Do not apply any place you are not willing to attend." It is not only a waste of your time and the internship's, but in my opinion it is dishonest.

Whether or not your program requires it, it is a good idea to coordinate your applications with those of your fellow applicants. It is all right for two or three people from a single university to apply to the same internship. After interviewing it is likely that each will end up with a different first choice. However, internships may resent getting an excessive number of applications from the same program. Recently, one popular internship received a carton containing several dozen applications from a particular program. Apparently, identical cartons had been sent to a number of major training centers with no attempt to match the needs of individual applicants with the resources of the particular facilities. The TD sent the carton back by return mail with instructions for the DCT to select and submit the best application for her internship.

How many applications to submit. Plan to submit a reasonable but not an excessive number of applications. What is a reasonable number of applications? This varies with the competitiveness of the programs to which you are applying, the strength of your training program, the number of your fellow students applying to the same internships, your credentials,

and whether you are applying in tandem with someone else. If you are an average student, you should apply to more places than if you are the class superstar, especially if you are applying to the same places as the superstar. Child and psychotherapy programs seem to draw a much higher ratio of applications to slots than other programs such as chemical dependency or gerontology. You usually will have a better chance applying to training centers with which your university has strong traditional ties than one which has never before taken a student from your school.

In deciding how many applications to submit, be prepared to delete a couple of possibilities after you visit, because you will undoubtedly find one or more unacceptable for some reason. For example, one of our students who had obviously not done his homework very well submitted an application to a VA Hospital that did not even have a Psychology Training Program. As noted above, you should apply to some less competitive as well as some more competitive internships, and it is a good idea to have a "lifeboat list" tucked away in case it suddenly becomes necessary to submit some additional applications at the last minute. I have had students submit as few as one application and as many as 26. All in all I recommend 11 +/- 2 applications.

This number is apparently somewhat lower than the average. Eggert et al., (1987) reported that in 1984-85 there was an average of 14 applications for each slot nationally. An intern participating in a symposium at the 1989 APA Convention stated that she had been one of 40 students applying from a freestanding Psy.D. program and that she and her classmates had averaged 22 applications each. This is twice the number I recommend, but we have

far fewer students applying each year.

In the press of preparing applications and checking on whether they have been received, it is easy to get annoyed at internship staff who may not give you an immediate answer as to whether or not some vital document has been received. You will recall that APIC reported that 2,189 students participated in their matching study. If these students indeed applied to an average of 14 places each, and if each application involved at least six documents (transcript, application form, CV and three letters), that means that at the very least some 30,646 folders were opened and no less than 183,876 items had to be filed therein. This may help explain why Training Directors and their staffs get so hassled every winter.

Preparing your applications. When you prepare and submit applications, make sure you comply with the application procedures described by each program. Failure to do so will show that you do not know how to follow directions, and no one wants a trainee who cannot or will not follow directions. However, do not get totally obsessive about it. If the form provides only two inches for a response and you need three, especially if it asks you to list all the honors you have received, then add a continuation page.

You will find that some application forms are unbelievably complicated and time-consuming to prepare. "Why," you might ask, "do they need all this information?" They don't. These complicated applications are a test of your motivation, designed to screen out anyone who is not a serious applicant.

In addition to being a test of your

motivation, the essays and personal statements that many places require are evaluated not only on the basis of what you write but also on how well you write it. Writing is an important part of any psychologist's job, and these compositions show raters whether you can write clearly and cogently. Make sure you revise and edit these treatises, and check them for style and spelling.

Work samples. Some places may request that you submit a clinical work sample. If a work sample is requested, I would suggest you determine how absolute this requirement is. It may do you more harm than good. I was surprised to learn from one internship director whose hospital supposedly requires a work sample that applicants who do not submit one are not penalized. In fact, he noted, it seemed to work the other way -- the students who did submit work samples tended to draw more negative ratings from faculty because they had something concrete to criticize! I have raised this issue with other directors and they concur.

If you do submit a clinical sample, make sure all identifying information has been removed and that informed consent for such use has been provided by the patient. Otherwise you will be classified as having substandard professional ethics.

Cover letters. Although no agency will list this as a requirement, by all means a one-page cover letter. This cover letter will be the first thing the reviewers read and it is important in making a good first impression.

The cover letter gives you a chance to emphasize the points you are trying to make in your resume and personal state-

ment. Indicate who you are, what position you are applying for, what is included in your application, whose letters of reference they can expect to receive and, in a couple of sentences, why you are applying to this program and why they should select you. This is one sure way to make your application stands out from all the rest, especially since many of your competitors won't bother to send any cover letter.

It is much easier to submit the same cover letter and personal statement to all your internships. It is also less effective. Adapt your cover letters and personal statements to each individual internship, indicating the specific people and programs that attract you and why you feel there is a good match between your abilities and needs and what the program offers. Of course, it is a lot more work to individualize your applications. But everyone wants a hardworking intern.

Remember, most selection committees are faced with the task of selecting a small number of outstanding and congenial people from a large number of applicants, most of whom are qualified. Unless an application catches their attention from the start, there is little incentive to wade through it all or to invite the applicant for an interview. Raters are most likely to notice applicants who have done their homework and whose letters and personal statements show they are familiar with the program and how it meshes with their qualifications. Many internships will make their first selection based only on your application materials. If you don't make the cut, you don't get invited for an interview.

Unrequested materials. Determine program policy about submitting unrequest-

ed materials, such as reprints, prospectuses or copies of term papers. If you have a published reprint, I would include it, but I would hesitate at a typewritten preprint that makes the folder bulky, and I would not include academic papers unless specifically told to do so.

Unless you are requested to submit a clinical work sample, I would definitely not do so. A clinician can always find something to criticize in someone else's work sample. If there is a perceived flaw, you will get marked down. If it is flawless, they will assume your supervisor is responsible. Either way, it is a no-win situation.

Spelling and style. Until and unless you are selected for an interview, your application is you. Make sure it is complete, clean, and correct. Sloppy applications suggest you have sloppy standards. Check for typos and misspelled words. Do not rely on your computer to catch spelling mistakes. A spell-checking program will approve both "form" and "from" even though one will be incorrect in a given context; you do not want to report that you are familiar with the Revised From (sic) of the MMPI.

Letters of recommendation. You should submit at least three letters of recommendation. One should be from your major professor. In addition to all the other good things your major professor includes, there must be a statement that you will finish your dissertation and obtain your doctoral degree in the foreseeable future. No one wants an intern who will be an "ABD."

I ask major professors to evaluate students in absolute rather than relative

terms. I prefer a letter that says a student is "excellent" to one that says he or she is the "best." The reason is that comparative statements implicitly put down other students from the same school who may also be applying. If I have two or three major professors each claiming his or her student is the "best," or even in the "top 5%," they all lose credibility. (You and I both know that a large proportion -- perhaps even 50% -- of the students who apply each year are actually below the median, but not according to any of the letters that will be written.)

The second letter should be from someone who is familiar with your clinical work. This should be someone who has supervised you recently, not in the distant past. If you have had recent experience in a couple of different settings, it is a good idea to have letters from both. I always recommend submitting one more letter than is required in case one goes astray.

Before listing anyone as a reference, make sure you ask if it is OK. If the person does not feel comfortable in recommending you, or if he or she is going to be away when the letters are due, it is better to find out early and find other references.

The third letter should be from your DCT. This is the program's formal endorsement of your application and it states that you are a student in good standing who is academically and clinically prepared for internship.

In addition to your major professor, clinical supervisor(s), and DCT, you may be applying to some places where someone on your faculty has a "special relation-

ship" with one or more members of the staff. Perhaps they were colleagues some place, or maybe your faculty member was the staffer's major professor. In such instances, it may help to have that faculty member write or call his or her friend on your behalf.

Check first with your DCT and do not ask a faculty member to make a special appeal on your behalf unless you are very interested in that setting. If, after such a call, you decide not to attend that internship, it will be embarrassing for both your faculty member and his or her friend.

The reciprocal situation is when some old time faculty member, such as our hypothetical Prof. Kingfish, assures you that, if you give the word, a single phone call to his former student, Dr. Almondine Dover-Sole, will ensure your acceptance at Halibut Hospital. If this occurs, thank the professor and check with your DCT. If Halibut is your first choice, and your DCT approves, you may decide to let Prof. Kingfish call. However, do not burn your bridges to other training centers.

Recently, a Prof. Kingfish type assured an applicant, Chub Sprat, that thanks to his intervention Mr. Sprat was all set at Halibut Hospital. When TDs from other internships called Mr. Sprat the week before Notification Day, he let them know that he planned to accept an offer that would be forthcoming from Halibut. Unfortunately, times had changed, and there were holes in Kingfish's net. Sprat was not accepted at Halibut, and by the time Prof. Piranha, Mr. Sprat's DCT, discovered that something fishy was going on, Sprat had almost destroyed his chances of acceptance elsewhere.

Following up. It is your responsibility to ascertain that your application has been received by the internship facility and is complete. (Some programs will request that you include a stamped self-addressed postcard for this purpose.) After a reasonable time has passed to allow the applications to be logged in and filed, check to make sure your application is complete and all your letters of recommendation have been received. If your folder is complete, take the opportunity to indicate you hope to interview, and start making travel plans.

If you are told your folder is incomplete, don't panic. Perhaps the training center has misfiled something. This is especially likely if you have recently changed your name. Your transcript will probably have your former name while you are using your new name. If you use a hyphenated name, such as "Eggs-Benedict," have them look under "B" as well as "E." Similarly, if you have an Hispanic name such as "Guillermo Huevos Rancheros" and you go by "Huevos," see if some material has been filed under "Rancheros" and vice versa. Finally, if you have a fairly common name, such as "Jim Smith," it is possible that more than one person with your name has applied and some of your material may be in the other person's folder.

Assuming the missing material cannot be located, take steps to resubmit it. You should have copies of all the material you submitted. If a letter is missing, find out if it was ever written or mailed; if so, have a duplicate copy sent. If not, get on the party's case. Find out how urgent the time constraints are, and FAX or Federal Express material if necessary. (If it is a small document, FAX is cheaper

and faster.)

You may be told that it is too late and that nothing more will be accepted. Send it anyway, then ask your DCT to call the TD or, failing that, call the TD yourself. Messages like this are usually the result of overzealousness or misunderstanding on the part of a lower echelon clerical person. TDs, on the other hand, do not wish to offend any university training programs unnecessarily.

CHAPTER SEVEN:

THE SITE VISIT: TRAVELING TO INTERNSHIPS

Your next step is visiting the internships to which you have applied and interviewing. You must ascertain each program's policy concerning interviewing. Some programs only wish to interview those whom they invite. However, more and more programs require interviews, sometimes on a particular date that they specify. For those who cannot travel to the site, telephone interviews are arranged.

If at all possible, make an effort to go to the training center and interview in person. As I noted earlier, every year some students change their opinions radically after actually seeing the internship settings and meeting the people.

Realistically, however, you may not have the time or money to interview everywhere. This is especially true if your top priority is a particular internship experience, such as a children's hospital, regardless of geography. Do not write off a place because it will not be possible for you to interview there in person. Our students who have participated in telephone interviews have reported that they got a good feel for the facility, were accepted and had good experiences at these internships. In my opinion, telephone interviews usually help the site in selecting students more than they do the students in evaluating the sites.

Travel is the biggest single expense associated with applying for internships. It can also be a major hassle. The purpose of this section is to help you save time and money traveling to internship sites and to maximize your chances of actually getting to your intended destination on or about the time you planned, with your luggage and your temper intact. This despite the fact that you will be traveling at the worst time of the year from the standpoint of air fares, weather and crowds.

In the pages that follow, I will offer a great deal of unsolicited advice, almost all of it learned the hard way. Unfortunately, this will also make me sound like your mother. However, if you want to save money, avoid hassles and stay healthy on the road, heat up a cup of chicken soup, find a comfortable chair and get out your highlighter.

Join the club(s)

I recommend that as soon as possible you join the frequent traveler programs of the major airlines you are likely to be using, the AAA automobile club, and the preferred guest programs of the major hotel chains. The AAA charges an annual fee, most of the others are free.

The main purpose of the airlines' frequent traveler programs is to build customer loyalty by rewarding you with points for flying with them. They typically give you a bonus of 5,000 "miles" or so for joining, and then 500 to 1000 or more "miles" credit for each "flight segment." On the more generous airlines, if you fly from Charleston, SC to Chicago, IL and back, changing in Atlanta, you can accumulate four "flight segs" or 4,000 miles. If

you fly to San Francisco, changing in Atlanta, you may get 1,000 miles for the Charleston-Atlanta flight seg and the actual mileage (2,139) for the Atlanta to San Francisco segment. The total round trip mileage would be 6,278. Combined with your bonus for joining, on some airlines this would give you enough miles (10,000) for an upgrade to first class on a subsequent round trip. On that same airline, as few as 15,000 miles can be redeemed for an off-peak companion ticket and 20,000 can earn an off-peak round trip coach ticket anywhere in the United States. Other airlines give fewer points and "charge" more for premiums.

However, the basic mileage credits are just for openers. There are many promotions that occur which will award you double or triple mileage if you travel through certain cities, fly at certain times, stay at certain hotels, or pay for your travel in certain ways. In addition to rewarding you with free travel coupons after you accumulate enough miles, the frequent traveler programs also entitle you to reduced rates at cooperating hotels and car rental agencies. Their monthly publications also announce special discounts and bargains that might help you save money.

The AAA automobile clubs do more than provide emergency road service. They will give you free tour books listing hotels and motels and their rates in the places you will visit, and will also supply you with free state and city maps that will help you find your way from the airport to the training center. An AAA card also entitles you to discounts at major car rental agencies and many hotels. They also provide travelers' checks free of surcharge.

Most hotel and motel chains also have their own travel clubs. These include the Marriott "Honored Guest" program, the Hilton "Honors," the Holiday Inn "Priority Club," the Raddisson "Key Rewards," the Hyatt "Gold Passport" and even the Days Inn "Inn-Credible" Card Club. Some, like Hyatt, charge an annual fee; others such as Holiday Inn, assess a one-time initiation fee ($10.00). Most are free.

Compared with the airlines programs, the hotel and motel preferred guest programs take a considerable time (and expense) before you build up enough credits to qualify for an award such as a free weekend. They typically give you a point for every dollar you spend. Their main value is that they may entitle you to certain perks such as an "800" number for improved reservation service, a special check-in line, free breakfast, a room upgrade, or a morning paper.

Saving money on air travel

As you know, since deregulation, air travel costs can vary wildly and seem to have no rational basis. Most travelers are accustomed to costs being based on mileage... the longer the trip the more it costs. Not so in air travel. I recently flew from Tallahassee, FL to Toronto, Ontario for less than it had cost me to fly to Fort Myers, FL the previous week. The overhead involved in air travel... salaries, gate rental, insurance, aircraft...is so high that once the airline gets a plane in the air, the distance it flies is a negligible aspect of the total cost.

Instead, air prices are driven by the need for the airlines to fill as many seats as possible to break even. Thus,

they will offer all kinds of inducements and discounts to fill the empty seats on the less popular flights, while charging the highest fares possible on the heavily subscribed routes. This leads to some strange paradoxes. For example, it costs less to fly from New York to El Paso, changing planes in Dallas, than it does to fly from New York to Dallas alone. Some thrifty travelers are now booking the longer flight at the lower cost and simply debarking at Dallas.

It is essential that you consult a knowledgeable expert who is willing to work with you to take full advantage of differential fares and discount rates. Remember, travel agents work on a commission basis, so the more money they save you, the less they make. A good one who values your repeat business and enjoys finding you a bargain can be very helpful, but do not expect that everyone will give you that level of service. Ask around and shop for a good agent.

Be prepared to invest a fair amount of time and effort planning your trip to obtain the lowest prices. I travel all over the country visiting internships, and I find I spend about a day in planning for every day I actually spend on the road. I recently had a business meeting in Chicago, so I decided I would use the occasion to visit our intern at the University of Rochester School of Medicine. My initial plan was to fly our local airline to Rochester, go on to Chicago, and then return home. but our local airline did not have a Rochester/Chicago route thanks to the "hub" system. I could go to Rochester and return from Chicago on an "open jaws" plan for about $500, but the Rochester to Chicago segment on another carrier would cost $350 for a total of $850.

Since one sometimes saves money by staying with a single carrier, I tried again, plotting a zig zag route that had me going from Rochester to Chicago via Cleveland. That pushed the total to over $1,000. It seemed I would have to abandon my plan to visit Rochester, so I asked the round trip fare to Chicago on our local carrier; $168 I was told. On an impulse, I asked the round trip fare from Chicago to Rochester and return on the other carrier and found it was $178. That's right, they charged $178 round trip, but $350 one way! By buying one round trip to Chicago and another round trip from Chicago to Rochester, I was able to do the whole trip for $346 instead of the $850 I was first quoted. However, it took several hours to work everything out.

As a general rule you can save a great deal by booking early and paying promptly, but you often must pay a penalty of as much as 100% if you cancel or make any changes. For example, last year the unrestricted round trip coach fare from my Florida home city to Los Angeles was $1,020, the restricted excursion with a 25% penalty ranged from $400 to $460, and the restricted excursion with a 100% penalty was $350 to $410 depending on the time of day and so on. However, if I made my arrangements properly, I could stop off at Dallas or Houston for very little extra, or go on to San Francisco on an "open jaws" itinerary for about $100 more.

Airlines compete heavily for discretionary travel. Flights in and out of tourist areas are apt to be more heavily discounted than flights catering to business people who have to fly regardless of cost. If you consult the travel section of your Sunday paper or get the Sunday New York Times, you will often find deeply

discounted fares to resort areas such as Orlando (Disney World). If you find some bargains such as these to cities near where you will be interviewing, it may pay to book the cheap flight and rent a car. Indeed, sometimes a rental car will be part of the package.

Most business travelers return home for the weekend. To attract the discretionary traveler, airlines will offer deep discounts on trips that extend over a Saturday night. I recently had to fly from Tallahassee, FL to Austin, TX on business. With two state capitals involved, the cost of weekday travel was hideous. By staying over Saturday, I was able to save almost $600.

Regardless of the number of seats sold, transcontinental airlines have to get the planes that flew to the West Coast during the day back to the East Coast by the beginning of the next business day, in spite of the three hour time zone differential. In order to fill otherwise empty seats, they may offer reduced "night owl" or "red eye" fares.

Those of you who are "night people" may also save in another way. During the day, the airlines' booking agents are very busy. Their calls are monitored, and they are evaluated by how many calls they can handle in an hour. That is why you often get a busy signal when you dial the "800" number. In the early morning hours, however, the 24-hour "800" numbers have very little traffic, and the bored agents can spend much more time working with you. We have learned about some incredible travel bargains, such as a $198 round trip Miami to London fare, during these early morning conversations.

Whether you call at night or during the day, do not assume that the price you are being quoted is definitive, or even correct. Not only do different airlines have different rates subject to different restrictions, but booking agents differ in their knowledge of the system and their willingness to ferret out bargains. Availability of bargain fares varies. You may be told on Monday that a low fare is unavailable, but if you book at a higher rate, don't expect anyone to notify you if there is a cancellation on Wednesday and the lower rate you initially requested becomes available.

Like the IRS, booking agents can make mistakes computing fares. A newspaper recently did a study in which they called agents and general managers at several different airlines inquiring about the cost of certain flights. They reported that the rates quoted differed substantially, not only between carriers, but also between agents computing fares for a particular flight. In short, if you do not like the rate you are being quoted, hang up and try again later. You may get quoted a lower price. If so, take it. Once you have made your reservation, your fare is locked in. (The exception to this is if there is a general fare increase. In that case your fare is protected only if you have been already ticketed.)

It may be possible for your DCT or your support group to negotiate a special group rate for your internship class. One year the sales manager at our primary airline waived certain restrictions for the internship applicants, such as giving the over Saturday rate even if they did not stay over. The rationale was that this group of students, who would be doing a great deal of travel on limited budgets,

would soon experience a marked increase in income and it was an excellent way for the airline to build customer loyalty.

Getting there is half the hassle.

The combination of high holiday volume and poor weather make December and January bad months to travel. Unfortunately, that's when you usually must interview. Do not schedule tight connections in hub cities, and keep your luggage in your possession. Do not wear casual clothes such as warm up suits or shorts while flying unless you are prepared to interview in that outfit.

Every month the FAA publishes a "list of shame" in which it reports the flights that were delayed more than 80% of the time during the previous month. For example, USAir Flight 326 from Boston to Washington was late 100% of the time during August, 1989, with delays averaging 77 minutes. (USAir and its predecessor Piedmont, led the list on seven of the 12 months in 1989.) Airports are also evaluated. The five worst in 1989 were La Guardia, Newark, Chicago-O'Hare, Kennedy and San Francisco (Weiner, 1990). If you are booking a flight that is notoriously late, consider another one or allow extra time for your connections.

Even though you plan to carry your luggage on the aircraft, they may require you to check it if you have more than two pieces or if the overhead compartments are full. Then it may get lost, or, as happened to me recently, you may find yourself switched to another aircraft for "mechanical reasons." As I flew off on the new bird, my bag remained behind in the luggage compartment of the old one as it was being towed off to the maintenance

hanger. So dress in good clothes and carry a small survival kit with essential toiletries and a change of underwear in your briefcase or purse.

Nice clothes, a polite manner, and a frequent traveler card may also help you get better treatment from harassed ticket clerks if your flight is canceled and you have to be rerouted (as occurred to me on three of four flights one miserable December). Remember to keep on your person a list of the names and phone numbers of the people you are supposed to see so you can call them when your plane is canceled or delayed. (See the Travel Planner in the Appendix.) An ATT credit card and a supply of travelers' checks are other helpful travel accessories.

Airlines often overbook at peak seasons such as December and peak hours such as late afternoon. When more people with reservations show up than the computer predicted, they are in what they refer to as an "oversold condition." More prosaically it means someone is going to get "bumped."

The best way to avoid being bumped is to have a boarding pass and to arrive at the gate early. Select your seats when you buy your tickets and get your boarding passes issued at the time of ticketing. Then arrive at the gate and check in <u>at the gate</u> early...at least 45 minutes before flight time. It is the folks arriving at the last minute who have not had their boarding passes stamped who are most likely to be bumped.

Before bumping anyone, the agent will make an announcement that the flight is oversold and will ask for volunteers. If your schedule is loose or you are on the

return leg, it may be to your advantage to volunteer to be bumped. At the very least they should offer you a free round trip ticket anywhere in the system that is good for a year. (Check the fine print...it may black out certain dates or be "subject to availability," i.e. only good for stand by.) The more oversold they are, the more incentives you may be offered. They will make the ticket good any time or, as they get more desperate, may even offer cash in addition to the ticket. Often there is a stampede of volunteers, so decide early.

It can pay to volunteer. One student on his way home volunteered and was given a free unrestricted round trip ticket anywhere in the U.S. and a seat on another carrier's flight departing an hour later. He actually arrived at his destination several hours earlier than the passengers who remained on the original flight since it developed mechanical difficulties and had to turn back.

If you are bumped, voluntarily or otherwise, you are entitled to certain perks. The airline will usually notify people waiting to meet you at your destination, either by telex or by letting you use the phone. If the next flight out is after a normal mealtime, ask for a free meal ticket so you can have lunch or dinner at their expense. Most airlines have clubs or VIP rooms. If you ask, the gate attendant may give you a card allowing you to wait there. If you have to spend the night, you should ask for lodging at a nearby hotel and meal checks for dinner and breakfast.

While the airlines are obliged to take care of you if you are bumped, this may not apply if the flight has to be canceled, especially if the cancellation

is due to weather. They will usually do their best to get you on an alternate flight, even on another airline, but you are competing with everyone else who was on your flight for a limited number of seats.

To lessen your chances of being stranded by a canceled flight, give your airline a number where you can be reached the morning of your flight and arrive early. Airlines often know several hours in advance that a flight will have to be canceled. If they have your number and/or you arrive early, they can put you on an earlier flight or on another airline.

If you are stranded, you may have to switch to another airline which may not accept deeply discounted or complimentary tickets. If your airline goes bankrupt, as one seems to do most every year, other carriers may be reluctant to accept any tickets issued by the insolvent airline. Have a credit card with a high enough credit limit or enough travelers' checks to pay for a new ticket if necessary.

When "mechanical problems" develop, an airline may simply delay the flight interminably. Sometimes this is a subterfuge. An airline that has two partly filled flights going to the same city an hour or two apart, may be tempted to get everyone on board the first flight, delay it for an hour or so, then transfer them to the second so they can fly one full flight instead. This only works if they can stall the passengers seated on the first flight.

Your first hint of trouble may be a note on the departure board to "see agent." Or you may surrender your ticket, board the aircraft, and find that 10

minutes after scheduled departure time the door is still open and everyone is standing around. Eventually you may be told that they are awaiting a new crew or checking the framistat pressure. Looking out the window, you see that the ground crew has disassembled one of the engines and are quizzically scratching their heads as they gaze at the parts scattered over the tarmac. The flight attendants are working on their nails. If you are on a tight schedule, consider taking another flight.

Experienced air travelers carry a copy of the OAG North American Pocket Flight Guide that is published monthly and is available in major airports. For every destination in North America it lists every flight on every airline from every city. If you are on the ground at LAX waiting for your flight to O'Hare to depart, you can consult the Flight Guide and find there are about five dozen other flights going from LAX to Chicago every day. The people who grab their luggage and head for the door when a mechanical problem is announced are hurrying to get on one of these other flights. If you get off, try phoning the other airline first to see if they have seats, especially if the gate is several concourses away. (This is when it would pay to have a cellular phone.) If you decide to switch, make sure you get your ticket back from the agent. You will need it to pay for the new flight.

In the event your destination city is socked in by weather or the delay is caused by a "gate hold" at your destination, changing planes won't help. (However, a cellular phone can still come in handy. When a flight that normally serves dinner was held at the gate well past the

normal meal time, one ravenous passenger called Domino's and had a large pizza delivered to the plane.)

Gate attendants are human, and like all of us, they respond better to people who are polite and considerate. They didn't cause the overbooking or break the framistat, so don't take out your frustration by berating them. Be firm, however, and, if the delay is going to cause you real problems, like ruining the rest of your life, let the agent know. Although you should not get hysterical, a quavering voice and a controlled tear or two may help.

Lodging: Reducing the "rack rate"

The least expensive lodging is, of course, to stay with a relative or friend. Often a fellow student from your school who is currently interning at the place where you are interviewing will put you up. If you hope to visit someone, you should check well ahead of time, before you have booked your tickets.

Realistically, unless you have a large extended family or are only applying to places close to home, you will have to spend some nights in hotels or motels. If you are driving to internships or if you rent a car you will have many more options than if you are relying on public transportation. This is where the AAA tour books come in handy, because you can use the spotter maps to locate hotels in the vicinity and then check the rates that are listed. Be advised, though, that the AAA book does not include all the motels in an area, and the fact that a place is not included does not necessarily mean that it is unacceptable.

If you look at the hotel maps for most cities, you will see that there are generally three clusters that have a high density of accomodations: 1) the "downtown" area, especially in the proximity of a civic or convention center; 2) the airport; and 3) near the exits to the Interstate or "beltway" around the city. Typically the downtown area is the most expensive, catering to commercial travelers who use their room to conduct business and who can put a $100 to $200 room on their expense account.

Next most expensive is the airport area, especially the chains like Hyatt, Marriott, Sheraton etc. However, there are often smaller places, such as Comfort Inns, that lack such amenities as a pool or a lounge, that are less expensive, i.e. in the $30 to $40 bracket. These are the motels airlines place stranded passengers.

Least expensive, typically, are the places near the Interstate exit. They cater to automobile travelers who are looking for a place to spend the night and little else; since motorists are, by definition, mobile, they can shop for bargains and these motels must be economical to compete. If you have wheels, you can often save money by staying at one of these places on the edge of town and driving in to the medical center instead of booking a room across from the hospital. Of course, the cost is even lower if you team up with another applicant to share travel and lodging expenses.

Although everyone knows you can shop for air fares, fewer people are aware that hotel rates are very negotiable, especially at the more expensive places. No matter where you stay, <u>always ask for a lower rate</u>. When you book your room, ask the

price. Whatever they quote you, respond, "Oh, that must be your rack rate" and ask what discounts are available. ("Rack rate" is a key phrase and it shows you know the ins and outs of the hotel business.)

You can probably qualify for a discount on the basis of some group to which you belong. APA membership entitles you to special rates at Holiday Inn, Howard Johnson, and Sheraton. AAA membership is worth a 10% discount at participating hotels and motels. If you are a state employee, such as a TA at a state university or a psychology trainee at a state hospital, try asking for the "government" or "state of West Idabama" rate. You may be told to be prepared to show government ID or a letter of authorization on state stationery when you arrive. However, the only place I actually have been asked for my government ID is in the District of Columbia. Again, being well dressed helps at the check-in desk.

If the government rate does not apply, ask for an educational or student discount. See if your AAA, APA, or Airline Frequent Traveler membership entitles you to a discount. You will soon learn which chains cater to which groups. Or your travel agent may be able to book a combination package that includes airfare, hotel and car, all at a discount.

Many major medical centers have negotiated special medical or hospital visitor rates with one or more local hotels and motels. Ask the secretary who books your interview. If the secretary does not know, simply ask for a hospital rate when you make your reservation.

Each hotel has only a limited number of discounted rooms, so the earlier you

book, the better your chances. The nice thing about hotels, in contrast to airlines, is that you do not have to pay in advance and there is no penalty for canceling your reservation.

Other things are also negotiable. You might be able to get a free breakfast, for example. If you prefer a nonsmoking room or a king size bed, ask for them. If you are a woman traveling alone, mention this and ask for a secure room. Not only will this lessen the likelihood that you will be followed to a remote room by some polyester-clad creep from the lounge, but it may also get you upgraded to a superior room at the same price.

The time to negotiate discounts and perks is when you book the room, not at midnight after you have arrived from the airport. It is best to call the hotel or motel directly rather than the 800 number if you are trying to get a discount. The person answering the 800 phone may not have the necessary authority. If you cannot get what you want, ask for the Assistant Manager. If they still will not budge, try someplace else. (As a general rule, the better the hotel and the more they are geared to business travelers, the greater the discount you can get.)

Even with all these maneuvers, if the hotel is heavily booked, the best you may be able to do is the "corporate" rate. That gets you a nice room, but it is very expensive. It is best to try somewhere else, but if you must stay at that hotel, take that rate and ask to be put on standby for the lower government or educational rate. When you check in, ask the clerk if the lower rate room opened up and you may be pleasantly surprised.

Most airlines have arrangements with major hotel chains so you get additional frequent traveler miles when you fly in on that airline. Ask for a coupon at the desk, fill it out, and leave it with the clerk when you check in.

Whatever the rate you manage to negotiate, make sure you get and record a confirmation number or name. No matter what your expected arrival time, it is a good idea to guarantee your room for late arrival by providing a major credit card number. If for some reason you cannot make it, call and cancel before 6:00 PM or you will have to pay for your (unused) room. Make sure you get a cancellation number and later examine your credit card bill to make sure the charge does not appear.

Like airlines, hotels sometimes overbook, especially when there is a big convention or a major sporting event in town. Also, in many states, guests are not legally required to leave when their reservations expire. If the airports or highways are closed because of bad weather many guests will stay on and new arrivals are out of luck even though they have guaranteed reservations. If you arrive after all the rooms at your rate have been occupied, the desk clerk has three choices: 1) check you into a better room at the same rate if one is available; 2) get you reservations at another hotel (and have the van take you there); or 3) shrug and express regrets.

If you were a desk clerk in this situation and you were confronted with: 1) a polite, well dressed young person who is a member of your "Honored Guest" program, 2) some smelly slob who is clad in shorts and a stained tank top, and 3) an arrogant

SOB who is calling you names, which one would you quietly signal to come back in 20 minutes and then upgrade to the Presidential Suite? (If you want to try overkill, you might mention to the desk clerk how much you admire his or her ability to deal with such contentious people and offer to fetch the poor harassed person a cup of coffee or a soft drink while they work on your problem.)

Even with all these discounts, travel is very expensive. If your parents or relatives inquire about a suitable Christmas gift, you might mention a go-anywhere ticket if they again become available, or they may be able to provide you with some free travel if they have saved up some frequent traveler coupons. If you can cadge a first class upgrade coupon, take it by all means. Luggage and clothing are also quite acceptable. If you have not purchased a new suitcase or garment bag in the last three years, you will be amazed at the advances that have been made.

Dressing for travel and interviews.

You will probably need to add to your wardrobe. You will have to dress professionally when on internship, so you might as well get the clothes now. Assuming you are going to be on the road for several days, I would suggest you take at least two complete outfits, preferably ones you can mix and match. A solid color navy blue business suit and a light or medium gray one in compatible fabrics (preferably 100% wool in a climate-suitable weight) can provide at least four outfits as you swap your jackets with your slacks or skirts. Dark brown and tan provide another compatible combination. Women have a greater range of colors to mix and match such as red, black, or white. Or consider

a solid color suit and sportscoat/slacks outfit for men and suit or blazer/skirt outfit plus a business dress for women. (Stick with solids when you are building your wardrobe. Patterned materials are much less versatile and hence less cost effective.)

Regard your suit as a frame for your blouse or shirt with bow or tie. Only one item should be patterned. If you wear a patterned suit or jacket, keep the other items plain. If your jacket and the shirt or blouse are solid, then you can have a patterned tie or scarf. Jewelry should be understated and complementary to the overall outfit. Remember, you want people to focus on you and not be distracted by excessive or clashing accouterments.

Sweaters and slacks/skirts will probably be appropriate when you are working at most internship agencies (although some insist on coat and tie for men and a suit or dress for women), but I feel this is too casual for interviewing. Nevertheless, take along some "nice" but less formal clothes for going out in the evening with the present interns. Be prepared for cold or inclement weather. Now is the time to invest in that tan all-weather coat with the removable lining.

Remember that you will be doing a lot of walking, so take well-shined leather shoes that are attractive but comfortable. This is not the time for five inch stiletto heels (especially for the men), but don't go to the other extreme and wear running shoes or (shudder) sandals. Gender-appropriate hose is a must.

Murphy's Law applies with a vengeance when it comes to traveling. To paraphrase the bumper sticker, "Spills Happen,"

usually the first day out, so avoid those light colored fabrics that do not blend well with tomato sauce. Familiarity with the operation of a sewing needle and an iron (both will be available where you stay) may prove useful. You can minimize difficulties by taking the time to check for loose buttons, wobbly eyeglass frames and frayed shoelaces before you pack.

What to take

Prepare for internship travel as you would for a backpacking trip in the Andes. Include "emergency equipment" such as spare glasses or contacts, a sewing kit (with extra buttons), a styptic pencil, nail clipper, band aids, spare shoelaces, extra pantyhose, and clear nail polish to repair the pantyhose in your travel kit. You may never need them, but if you do you will really need them. "Traveling light" is fashionable, and there is no need to carry excessive amounts of heavy items such as shampoo, but it is important to take everything you might need. This is not the time to conduct an empirical test of whether that new deodorant will really last 72 hours without replenishing. Which is worse, carrying along an extra 4 oz. or asphyxiating the internship selection committee?

Invest in a box of Ziploc freezer bags and, after squeezing the air from bottles of liquids, seal the bottles in bags. (Liquids expand and leak at altitude.) Instead of loading up your luggage with huge and heavy bottles, just take a small container with the minimal necessary amount of each item. If you cannot find 2 oz. travel sizes, buy small plastic bottles at the nearest discount drug store and decant the appropriate amount of whatever therein.

Is it beginning to sound like a Scout Manual? Well, as a matter of fact, I do carry a Swiss Army knife in my permanently-packed travel kit; it has reattached the handle of a briefcase, repaired eyeglasses, sharpened pencils, and opened innumerable soda bottles. A mini-flashlight that stays beside my bed in case of fire also helps me find my way around a strange motel room in the dark. Don't forget a small travel alarm, and remember to reprogram it as you change time zones.

Interviewing and travel are both stressful, so don't be surprised if your body turns on you. Even if it functions with the regularity and precision of a Swiss chronometer at home, it can go totally out of synch on the road, especially if you have jet lag to contend with. Take along whatever you use to deal with bodily emergencies such as gastrointestinal distress, allergies, headaches, cramps, etc.

Go to AAA and get maps of where you will be visiting. One year an applicant got hopelessly lost, gave up, and returned home. After turning South instead of North more often than I care to remember, I added a small compass to my kit. In addition to helping me orient myself when I leave an airport or a subway, it can be invaluable in finding my way around strange hospital corridors, many of which seem to have designed with minimal spatial cues to thwart patients bent on leaving.

Before you depart make arrangements for staying in touch with your home base. Other internships may call while you are off interviewing, so your friends and DCT should know how to reach you.

A word about answering machines.

These devices can be invaluable, especially those that automatically "time stamp" your messages and from which you can retrieve your calls by phone while you are on travel status. However, do not rely on them. Tapes can get overloaded, especially if you have some "friend" or former lover who feels it is amusing to recite poetry or play music into your machine. Power outages can erase your messages. Most important, from the time you send in your first application until the week after Notification Day, remember that your future Training Director may be calling. If you have "amusing" or "entertaining" messages on your machine, ask yourself if this is really how you want to impress your top choice TD. Selection staff at internships have told me that one of their greatest frustrations is listening to "cute" messages on applicants' answering machines. That aggravation may determine whether or not they call back. (Some students have told me that this advice alone is worth the price of this book.)

Other tips

Six weeks or more before you leave for interviews, get a flu shot. Except for a test tube, which it rather resembles, an airplane is the best place in the world for exchanging air-borne viruses with people from all over the world. The hospitals you may be visiting, also have more than their share of germs. If you don't pick up something while traveling, you will from one of your fellow applicants. By Ground Hog Day, everyone will be sick unless you get a flu shot early.

142

CHAPTER EIGHT:

INTERVIEWING

In the middle of December, after you have submitted all your applications and before you start traveling, there will be a lull during which you can catch your breath, regroup and get ready for the next phase. This is a good time to prepare for interviewing.

One of the best ways to get ready is to read the advice of previous students who have been through the process and published their accounts. I recommend the articles by Burt (1985), Kingsley (1985) and Jacob (1987). These first person accounts by actual survivors have an authenticity that cannot be duplicated. They will help prepare you for some of the mood swings you will experience and give you the concrete practical advice that can only be provided by someone who has been through the process, such as taking advantage of every opportunity to go to the bathroom (because you never know when you will get another chance).

These accounts are also full of "war stories" about the strange things that can happen and the peculiar people you might encounter. If, in your travels, you think you have wandered into the Twilight Zone, recall these accounts. It may not be reassuring to realize that this is reality, especially if this is your first time out as a "professional psychologist," but at least you will know others have survived similiar insanity.

Also helpful are articles by Training Directors on how they view the interviewing and internship selection process. I recommend the articles by Belar and Orgel (1980), Grace (1985), and Monti (1985). In addition, Hersh and Poey (1985) have provided a convenient and concise outline of questions that TDs may ask you and that you can ask them. They also suggest some questions you should not ask. Many of these readings can be found in the book edited by Dana and May (1987).

Study this material, assimilate it, and then integrate it into your own personal style. Often it is a good idea to role play or practice interviewing using a fellow student or your major professor as the interviewer. Then switch and you try taking the TD's role. You will find it greatly increases your understanding of what the person on the other side of the desk is looking for.

Scheduling interviews

As I have noted before, I recommend that you visit all the sites you are considering if it is at all possible. This is for your own benefit. More than once an applicant has walked into a place and immediately sensed, "This is not for me."

Policies on interviewing differ. Whereas some internships will simply not consider any applicant they have not personally interviewed, at least one internship refuses to interview anyone. Because they are located in a remote area, they reason that interviewing would give local applicants an undue advantage because travel to and from the facility is so difficult and expensive. If applicants insist, the Training Center does set aside two Saturdays when candidates can visit

the facility and listen to lectures on the various rotations. People who participated reported that this was not a worthwhile expenditure of time and effort.

Most internships will interview anyone who requests an opportunity, either in person or by phone. Indeed, not interviewing is often seen as a sign of disinterest, and, as we noted in Chapter One, under Uniform Notification, perceived disinterest is deadly to a candidacy. Some internships set aside a couple of specified weekends for interviewing and others make individual arrangements with each candidate. Some settings first screen the overall pool of applicants and invite only a select subgroup.

You should recognize that the internship selection process, including interviewing, can place a great strain on a training center. The present interns are nearing the end of their first rotations and being evaluated, and the training personnel must continue to deal with their regular clinical duties throughout internship season. After they have interviewed dozens of bright well qualified applicants, staff can be forgiven for not being enthusiastic about seeing more. Therefore, it behooves you to request an interview as soon as possible. Not only will it help you make more economical travel arrangements, but latecomers may simply be told that there are no appointments left.

Winiarski (1986) notes that you can begin to get a feel for a place when you first call requesting an interview. "Does the secretary greet you warmly, or are you put on hold for 30 minutes? Are you offered lodging with other interns...or are you told, 'See you at the office at 9:30 Monday' and then expected to fend for

yourself?"

If your request for an interview is refused, check with your DCT. As a student you probably had to deal with a secretary or executive assistant, but your DCT will have access to the Training Director and can find out directly what the problem is. It may be that your folder appears incomplete or that someone simply made a mistake. One year a TD told me that his secretary had misinterpreted something he had said and had denied interviews to anyone who called after January 1.

If there is a perceived problem with your application or your apparent credentials, your DCT can find out. If there is some misperception involved, your DCT can correct it. Whatever the reason for your refusal, your DCT may be able to arrange an interview for you by dealing directly with the TD.

Winiarski (1986) recommends that, if possible, you arrange to visit your lowest ranked choices first. "This will benefit you in two ways. First, if you flub up some early interviews, the damage won't be as great, and you can learn from the experience. Second, you'll have more data going into the more important interviews, and therefore know more what to look for and have better questions to ask." His advice, of course, assumes that your motivation will remain constant. If you wait too long, you may be burned out and no longer care what sort of an impression you make. Perhaps the best advice is schedule yourself some rest days so you can recuperate between visits.

When you make an appointment for an interview, make sure you know exactly where you are supposed to report and how

to get there. If you are going to be driving, ask about the availability of parking. If possible, find out who you will be talking to so you can check them out before you leave.

Preparing for the interview

Before visiting a site, make sure you do your homework. Review the facility's program descriptions and brochure. Nothing discourages training staff more than applicants who ask questions that show they have not done their basic homework and know little or nothing about the program. If you are interested in children, don't ask, "Do you have a child rotation?" Instead inquire about what sorts of training experiences are available on the child rotation or how interns get chosen for that rotation.

The Directory of the American Psychological Association (APA, 1989) is a useful tool in getting acquainted with the internship personnel in advance. Usually the brochure will list the key faculty members, but if not, the Directory's geographical index will provide the names of those people who listed the training center as their address. By looking up the names of all the training personnel, you can learn where they got their degrees, their credentials, where they have previously been employed and their interests as reflected in the divisions to which they belong. Your reference librarian can guide you to other directories such as the Who's Who series, but the APA Directory should suffice.

Using 3 X 5 inch cards that you can quickly review before an interview, make

notes on salient aspects of their careers. If you are familiar with where they did their graduate work and where they interned, you may be able to identify some mutual acquaintances. Perhaps they know some other students who graduated from your university or they might know some one on your faculty.

As you know, the Psychological Abstracts has an author index. Take the time to look up the people you will be meeting, identify some of their writings, and obtain from the library. Not only will this help you evaluate the setting and the caliber of personnel, but you can impress the interviewer with your knowledge of his or her research. This is also a time to recall those papers written by internship personnel that you observed at professional meetings or workshops. You don't have to be profound. Just say, "I was interested in the work you did with Fistula on peptic ulcers; have you done anything further in that area?" (Of course, be prepared to respond when you are asked, "What aspect of that study interested you?")

Going to the interview

In addition, to all the life support material you packed according to the advice in the previous chapter, bring along internship-specific materials. Of course, a copy of this book is essential. Also bring along copies of all your application forms, notes, list of specific questions to ask, and the internship's brochures so you can review them before starting your round of appointments. Not only will this help you keep your story straight, but it can also be very important in case a part of your application has been lost (they will say never re-

ceived). Don't forget your Travel Planner and the 3 X 5 cards on the people you will probably be meeting. If you have business cards with your name and phone number(s) on them bring them along, too.

Always bring extra copies of your CV. The internship may not be sufficiently well organized or have the resources to provide every person you see with a copy of your CV, and it is not realistic to expect that everyone has taken the time to review all the CVs in the central file cabinet, especially if it is one of those "interview everybody" weekends. So bring along extra copies to leave with the people you interview with.

Allow plenty of time to get to your first appointment. Indeed, if you get in the night before, I recommend you do a reconnaissance trip and find where it is you will be going the next morning. Count on getting lost. When I visit internships, I always have one of our present interns drive me in from the airport and half the time they get lost, even though they have lived there several months. Even if you do not get lost, parking is usually a major hassle at any major medical center. This may be a good time to spend a few extra dollars on a taxi; while, in my experience, the cab drivers always get lost too, at least you don't have to worry about the parking.

One advantage of visiting each internship is that you can observe directly how they deal with you and the other applicants. Some places will be very well organized. You will be given a schedule of appointments, you may be escorted around by one of the present interns, arrangements will be made to provide you with lunch, and, as you go from office to

office, will note that the people you meet have copies of your CV and have taken the time to read it. At other places, none of these nice things will happen. You may be one of a herd of applicants that is lectured to and then marched from place to place on a cursory tour. The people you meet may be harassed and act like seeing you is just one more annoyance in another difficult day. These observations tell you a lot about a setting.

After a while, as you travel from place to place, your perceptions of the various sites will begin to blur. After visiting a site, take 20 minutes to write down your impressions while they are fresh. (Later share them with your support group.)

Questions you may be asked

The interview process is a time for mutual evaluation. You will be evaluating the personnel and the setting, and they will be evaluating you. This means everyone, including the current interns who may be showing you around or taking you out for pizza. They will probably be asked for their impressions shortly after you leave for your next visit.

Be prepared to answer why you feel this internship would be good for you. This is the opportunity to sell yourself to the staff. If you have taken the time to check out some of the training staff's publications so you can discuss their work with insight (and admiration), they will think you are very intelligent.

You will no doubt be asked why you are applying to this particular facility. Be reasonably frank. That is, do not say, "My DCT insisted I apply to one really

fourth rate place so that I can be sure of getting an offer somewhere." Instead focus on programmatic elements and particular personnel with whom you wish to work. This is a good opportunity to mention any favorable comments made by previous interns from your school. It not only helps to remind the person that your predecessors have done well there, but finding a mutual acquaintance often is a major turning point in an interview.

Use this opportunity to comment on your expectations so that you can validate them. One student applied to a facility because of its superb inpatient child/adolescent unit; when the applicant mentioned this, she was told that it had been closed the year before. As disconcerting as this was, it would have been a lot worse to find out after accepting an offer.

After reciting all the professional reasons, do not be afraid to mention additional, nonprofessional reasons why you are applying such as climate or geography. The fact that you want to be near aged or infirm parents or that you hope to locate in the area are perfectly valid considerations. They should not be the only factors, but Training Directors listen for such comments since they suggest you are likely to accept an offer if it is made.

As Hersh and Poey (1985) point out in their article, you may well be asked detailed questions regarding your professional experience, theoretical orientation and so forth. You may be asked to conceptualize a current case or to describe the populations with which you have worked. If so, don't get annoyed because all of this information is in that resume you so

carefully constructed. The interviewer simply wants to hear a sample of your professional verbiage. Can you discuss a case coherently or describe and give the rationale for a therapeutic intervention? Underneath, the interviewer is asking, "If I send this person on a consult to Ward 22, will our service be embarrassed?" So use this as another opportunity to impress the interviewer with your ability to think clearly under stress and to formulate cogent responses. Give them a sample of what they can expect from you in a case conference if you attend that facility.

Remember, you are applying to a training facility, so they should not expect you to be a fully qualified professional. Be honest about your experience, indicating what your areas of competence are and where you need additional training. Remember your self-analysis and the reasons why you applied to this particular internship.

During your site visit be prepared to back up the claims you made in your application. One year I mentioned in my letter that a non-Hispanic applicant was fluent in Spanish. Sure enough, one interview was conducted entirely in Spanish.

You will probably be asked some questions that stump you. It is better to confess to your ignorance of that topic than to try to fake it. Winiarski (1986) recalled that he had mentioned having a course that dealt in part with multiple personality disorders. When the interviewer asked him if he was familiar with that literature, he gulped and replied, "No, not really, just what I heard in class." The interviewer then presented Winiarski with a comprehensive review of the literature on the subject he had just published.

Winiarski (1986) noted, "My interview would have been over immediately if I had pretended knowledge I didn't have."

One of the disadvantages about applying for a psychology internship is that you spend a lot of time talking with psychologists. Some of them feel compelled to act "psychological," and approach the interview with a diagnostic mind set. So don't be dismayed if some ask questions about matters such as your family life. One applicant was asked to report the most negative thing she could think of about her father; when she stated she thought he was a fine man who had put all of his children through college under very difficult circumstances, she was accused of resisting.

Someone might toss in an off-the-wall question to see how you react to the unexpected. The worst I have ever heard of was in an interview jointly conducted by several psychiatrists, one of whom asked the applicant to tell a joke. The candidate told a story about a young woman who, after being dumped by a psychiatrist, discovered she was pregnant. She chose to have the child without telling him. When the psychiatrist eventually found out, he told her that he would have married her had he known. She replied that she was aware of that, but she and her parents had decided that one bastard in the family was enough. After a pause during which no one laughed, the interviewer commented, "That was a very hostile story"; the candidate replied, "That was a very hostile question." I doubt if anything this bad will happen to you, but if something of this nature does occur, maintain your equanimity. Deal with the question or request as best you can, asking for clarification if necessary, and simply note that this

place, too, has its share of bastards.

Asking questions of the interviewer

Each person you talk to wants to get to know you. Most will ask if you have any questions. This is their way to be helpful and to learn more about you. Nothing is tougher on the interviewer than the person who simply says, "No." As one Training Director remarked with exasperation, "It is inconceivable that a person seriously planning to spend a a year of his or her life here has no questions."

Even if it has been a long day, when the fifth interviewer asks you if you have any questions, don't reply, "No, the others already answered them all." If you do this, you will spend the rest of the time staring at each other. Recall some questions from the Appendix or ask where the interviewer interned. Presumably it was either at the same place, or somewhere else. If the interviewer actually interned there, you can ask how often interns take positions on staff and launch into all the questions you normally ask current interns, as well as for comments on how life changes once you obtain your degree. If the person interned somewhere else, you can always ask how this internship compares with the place he or she interned. Such a comparative approach often provides new perspectives and you can be sure the answers will not be ones you have already heard. The point is do not shut off the dialogue. Ask questions that require elaboration rather than a simple "yes" or "no." Remember you are being evaluated in part on the basis of your interviewing skills.

Your interviews will probably be with a variety of people: staff, present in-

terns, and the intern director. Use your interviews with different people to cross check information and get data on different aspects of the program, i.e., clientele, working conditions, the relation of psychology to psychiatry (always important at medical centers), number and nature of colloquia, etc. How does the staff's perception of how rotations are assigned or the balance between training and service agree with the students'? What is it the staff seeks in an intern?

The only thing worse than asking no questions is to ask a really stupid question. For most Training Directors, the stupidest question you can ask is for a "general description" of the program. This tells the interviewer that you did not read the brochure they went to such pains to produce. As one Training Director said, "A student must be pretty dumb to come all the way here to apply for an internship when he doesn't know anything about the program."

Prepare specific questions in advance. As in any job interview, the interviewer will be more impressed by inquiries relating to professional matters such as the nature and extent of supervision than with questions about the number of days off, coffee breaks, etc. How you phrase a question can be important. The interviewer will be more impressed with your eagerness to learn if you ask how many seminars are offered as opposed to how many are required. If you think certain training experiences are important, this is the time to determine whether they will be available.

Don't be afraid to ask about general living conditions in the area. Rather than being considered "unprofessional," it

tells the TD that you are seriously considering what is involved in moving to this locality. One of our recent applicants was a single mother with a 10 year old child. She was very concerned about such things as school districts, day care facilities, drug use in the schools and so forth. One TD she grilled on these subjects later called to tell me how impressed he was with this woman's professional maturity, sincerity and commitment to being a good parent. He made her an offer and was truly disappointed when she chose to go to another city that she felt would be better for her son.

Dealing with beverages

A word about coffee and other beverages. When you are touring internships, you will soon find that offering a visitor coffee or a beverage is a part of the etiquette. Don't accept.

Whatever the beverage, it is rarely available in the interviewer's office. If you accept, the interviewer is obliged to go down to wherever the beverage area is, locate a reasonably sterile receptacle, and mix the beverage from whatever ingredients are at hand. The only thing you can be sure of is that it will not be the way you prefer it.

Usually the coffee center is in the secretarial pool and there will be a sign indicating that coffee is $ .25. You fumble for change, the interviewer assures you that it is not necessary, and the secretaries glare at you. Then you return to the office with 15 minutes of your allotted 30 dissipated.

So there you sit, with your cup of coffee in one hand, your portfolio for

collecting handouts and reprints under one arm, and your notepad in another hand. As you reach for your pen you suddenly realize you have one hand less than you need. So you must, gracefully of course, park something somewhere, while attending to the interviewer's every word and formulating cogent answers.

What is the fate of the beverage? Well, you can always spill it. If you do, it is a toss up whether it is better to spill it on the interviewer's desk or on yourself. (See "Packing for travel.") Or, you can hold it clutched in one hand until the interview is over.

The question then arises what to do with the cup. Do you leave it behind for the interviewer to clean up? Do you take it with you? (Hint: if ceramic cup, leave it; if styrofoam, take it.) You then have to cope with shaking hands with the next interviewer while holding your portfolio, clipboard, pen and coffee cup. However, you do have a ready answer to the next interviewer's question of whether you would like a cup of coffee.

Of course, it is possible that you might actually manage to consume the beverage during the interview. If so, you will proceed to the next interview wondering how to deal with a) an empty coffee cup, and b) a full bladder. In short, unless you are being asked to join a group in the coffee shop, for which refusing would be antisocial, skip the coffee.

Charming the executive assistant

By this point in your training you have no doubt learned that every office has a key person who gets things done. Usually a woman, she may have a title

ranging from "executive assistant" to "secretary," but she usually has an office next to the titular head who is called the "Chair" or the "Director." The latter person may think he or she is in charge, but nothing much gets done without the executive assistant's input.

Much of the work of internship selection is the responsibility of the executive assistant. This is the person who makes sure that your application and supporting materials are filed correctly, and that the training staff gets their ratings made. It is she who will answer your phone calls requesting information or making appointments.

If possible, meet this person and charm her socks off during your visit. Whatever you do don't alienate her (the surest way to do so is by being patronizing). A friendly executive assistant can be incredibly helpful, especially as Notification Day approaches, and a hostile one can misplace your folder so it never sees the light of day.

Evaluating the setting

While visiting, take the opportunity to get a feel for the atmosphere of the facility, the degree of structure, friendliness, caring for the intern's experience, attitude toward clients and all those other intangibles. Is it fast paced or laid back? Is morale high or do people seem disgruntled and harassed? How do the offices and the patients' areas look to you? How do they smell? Will you be treated as a colleague or a serf? Try to talk to the present interns, but remember they are probably rating you too. If you do not get a chance to talk to them, ask for their home phone numbers so you can call

them later.

If possible, check out the town. What would it be like to live there? Get a newspaper and see what the rents are like. Drive through the areas where interns typically live. Will you need to invest in a bulletproof vest if you go for a walk? In short, before you leave, make sure that you have enough information to evaluate each setting on those aspects that are most important to you.

At some point review Chapter Two in which I discussed the aspects of the internship to consider in deciding on priorities, especially those dealing with morale, interdisciplinary relations, collegiality, quality and quantity of supervision and the like. At that time you constructed what amounts to a template of your ideal internship. How well does this internship match that template?

On honesty in communication

At the 1988 APA Convention, we had a panel discussion on interviewing for internships. Everybody, Training Directors, university directors and, especially, graduate students who had been through the process, agreed that the three most important things to remember in interviewing are HONESTY, HONESTY, and HONESTY. This applies to all parties, students, the internship staff, and the university faculties.

The next year, however, at the 1989 APIC meeting, a few Training Directors stated that they expect all students to lie. The next day in an APA symposium on ethics in interviewing, of all things, a Training Director actually advised stu-

dents to lie when asked their choices. When it was my turn to speak, I took strong exception to this view. After the meeting a number of TDs stated they had been appalled at his advice.

If these events are any indication, the level of trust among students, TDs and DCTs appears to be declining. As we saw in Chapter One, students and TDs have reason to fear one another. Computer matching, if it is adopted, promises to eliminate the reason for mutual distrust, but until people try it and actually find that it works, we can expect that there will be second guessing and temptation to cheat. We will discuss this in the next chapter.

Whether we have Uniform Notification or computer matching, I recommend that you be honest during your interviews. It is all right to be noncommittal, but don't lie. The fear, of course, is that being honest will lead to rejection. No wonder everyone likens interviewing to courtship! But just as dropping someone after a couple of dates is much better than a bad marriage, it is much better to learn that a place is not suitable for a person with your particular needs and talents than it is to find yourself condemned to spending a year at an inappropriate internship.

Be advised that currently there is no specific rule against the internship staff asking you to rank your choices. It is against the spirit of the APIC rules, but the specific prohibition against asking an applicant whether or not an offer would be accepted was reportedly left out "by mistake." Thus, if they press you for a ranking, you cannot accuse them of violating the rules. However, you can honestly say you are undecided.

There is no reason in the world why you should be expected or required to indicate anything more than sincere interest during the interviewing phase. How can you rank settings until you have seen them all? They would certainly feel you had abused their hospitality if you came to an interview having already made a commitment at a site you visited previously. By the same token, it is unfair to everyone on your list to rank the agencies until you have seem them all. So, be noncommittal. No matter how enthusiastic you are about a setting, I feel it is a mistake to indicate that it is your first choice until after the interviewing phase. Notification Day is several weeks away, and there is plenty of time for communication before then. (The situation changes as Notification Day approaches; at that time an undecided applicant can truly terrify a TD.)

During the close out interview, especially if it is with a member of the selection committee, you may ask how well they feel you fit their needs. But be prepared to respond with your perception of the goodness of fit. Be honest and use this as an opportunity to reiterate the message you want to get across; for example, you might say you think you would fit in because of these reasons, you were impressed with these aspects of the program, the people were real nice and, if you could be sure you would get the child rotation, it would rank high on your list, etc. But do not make anything that can be construed as a commitment.

At the other end of the spectrum, don't write a place off prematurely. Keep an open mind and make your decisions <u>after</u> you have surveyed all the options and returned home.

Finally, remember that everyone you meet will be evaluating you, just as you are evaluating them. Some may try to "break your cover." Beware the intern who is taking you to the airport after your last appointment who casually asks how it went and whether you think you will come if accepted. It is likely that your response will be reported to the Training Director. Be honest, but not ingenuous.

CHAPTER NINE:

THE END GAME

When you first return from interviewing, you will probably feel relaxed and confident. You got through it and you survived! You held your own in professional interactions with top psychologists away from your home base. It is a heady experience, and you will probably be eager to swap war stories with fellow applicants. Enjoy this feeling while it lasts, because you will soon be entering the most anxiety-producing stage of the internship selection process, the phase I call the "Endgame."

If Uniform Notification has been retained, there will be considerable jockeying for position, negotiating and second guessing as Notification Day approaches. On the other hand, if APIC has decided to adopt computer matching, as I am sure it will some day, everyone will be worrying about whether "it will work" and seeking ways to ensure a favorable outcome no matter what.

Either way, the bargaining process that characterizes the end game will continue. The internships will do their best to ensure that their favorite applicants rank them highly, and the applicants will be doing their utmost to promote their candidacies at their top choice internships. Even the authors of the computer match algorithm note, "`Agreements' and other sales and marketing assertions (i.e. `you're my first choice') will continue to be made between sites and applicants

during the negotiation stages," (Blom & Pederson, 1988a, p. 53).

Matthews and Stedman (1988, p. 45) predict, "'Under the table' deals by students and programs to rank each other first will be made." Whether or not the final matching is done by means of the present system or by computer, this chapter will prepare you to deal with it.

In your interviews, and now in your negotiating with training centers, it is important to remember that you are taking the first steps in establishing your professional careers. Impolite or incorrect behavior can come back to "haunt you in strange ways." Even if you do not plan to attend some place, you are making high level professional contacts and your behavior will be remembered. If you make a good impression it will facilitate getting a job, if not there then by a referral as one old boy calls another to ask impressions of this person or that. These people are the gatekeepers to more than just the specific internship, and in the years to come their opinions and recommendations can influence whether or not you get invited to a limited access workshop, asked to referee a paper, or nominated for office in a professional society.

Politics and poker

By now you have experienced the politics of the intern marketplace you read about in Chapter One. You know first hand how interested TDs and their staffs are in how you rank their internships...in getting a glimpse at your hole card, to use Chapter One's poker game analogy. Continuing the poker metaphor, at this stage of the game, the cards have all been dealt, some players have dropped out, and

those remaining have finished the first round of betting. Now it is time for you to examine your hand and see if it can be improved.

Discarding and drawing. Once you have reflected on the internships you visited and discussed your reactions with friends, relatives and advisors, review your list. Are there any internships that you would definitely not attend, no matter what? If so, discard them. When they call, do not encourage them; in fact you may advise them not to consider you as an active candidate, especially if a fellow student is very interested in that placement. If computer matching has been adopted, do not list that placement on your opscan sheet, not even in last place. As long as you do not put their number on your ranking form, there is no way you can be matched to that internship even if they select you as their number one choice.

Discarding internships you have no interest in attending is to everyone's advantage. It saves the internship staff the trouble of having to decide how to rank your application and leaves them free to pursue more promising candidates. Your frankness can create good will that may later help you professionally. Perhaps you do not want to work in that particular setting, but people move around and it always helps to have a network of professional contacts who think well of you.

Once you have discarded any internships that you would not attend under any circumstances, reexamine your hand. If your list has gotten too short and you are doubtful about your chances for acceptance at the remaining institutions, you may want to draw some more cards by submitting another application or two to those places

with late due dates. At this stage of the game, the thought of filling out more applications and going on more interviews will be very aversive, so you will probably play the hand you have. Just be aware of the fact that filing additional applications may still be an option.

Ranking your selections. In late January, the process of negotiating will begin no matter what system is adopted. The most important thing you can do to get ready for this phase is rank your choices as soon as possible. Using the lists of priorities you established back before your reconnaissance, match your template of what you wanted in an internship with your perception of what each internship offers.

It may be that you will discover you need more information. Perhaps one of your classmates heard a rumor of a key program change at a certain site. It may be that your ranking of another hinges on the likelihood of your being able to get a particular rotation or work with a specific individual. Now is the time to check these details. Call the TD and ask.

In the process of establishing a final ranking, you will probably have to consult other people. These include your DCT and other faculty advisors, your fellow applicants, and family members and friends who may play a role in your decision. Your DCT may have information about certain places and the people there that you will wish to consider. For example, having visited most of the places where our students intern, I have very definite impressions of the people involved and the training afforded, and I know of previous students who have had positive and negative experiences at these sites. At this

stage of the game, I share these impressions with students who are considering these internships.

Fellow students are another source of information. In our program, we not only have students rank their choices by late January, but we also exchange that information and our impressions of various places with one another. We sometimes find that the story given to some people may be different from the impression others got. Moreover, while policies differ from one school to the next, our students invariably cooperate with one another to maximize the chances of the whole group. In their final rankings, they take one another's preferences into account. If we have two or more people first-choicing the same place, I call the TD to determine whether or not they have a policy against accepting more than one student from a given school. This information can influence the final rankings.

Finally, you may need to consult friends and family members who will be influenced by your decision. If you have been putting off the decision of whether someone will be going with you or staying behind, now is the time to resolve that issue. If the availability of employment for your spouse is a critical consideration, tell your mate to start checking the job market in those cities. The sooner you can come up with a firm ranking of your various sites, the better you will be able to negotiate.

The end game from the Training Director's perspective. While you are sorting out your cards and deciding how best to play your hand, the Training Directors are doing likewise, albeit on a larger scale. While you are the one who

ultimately will decide how you rank the training centers, the TDs must often answer to committees and be concerned about internal politics in formulating their lists.

In some ways the TDs' motivation resembles Maslow's hierarchy: concern for basic survival takes priority over the niceties of actualization and fulfillment of higher order needs. So, the TDs' first priority is to identify and weed out any candidates they feel are unqualified or unsuitable for various reasons. At this stage they are more concerned with blatant psychopathology, incompetence, and inadequate ethics than they are with the niceties of Rorschach interpretation.

Given a pool of acceptable applicants, they want to:

1) obtain the best possible intern class according to whatever criteria they deem most important, and

2) avoid "being burned." Being burned means not filling all their positions. Under Uniform Notification, this can result from making offers to students who hold the positions until all the alternates have made commitments and who then declined the offer. Under computer matching, it could result from not listing enough acceptable applicants for one or more slots.

Remember Dr. E. P. Glottis, the Training Director we discussed in Chapter One. Under Uniform Notification, the more <u>trustworthy</u> information he has about how the applicants regard his program, the better able he is to plan his strategy for Notification Day. He may choose to forego making an offer to a "superstar" who seems

likely to go elsewhere and instead call only those applicants that he is reasonably sure will accept. He may not get the best possible class, but he does get to play golf on Notification Day.

Computer matching is designed to minimize the risk of getting burned by applicants who "sit on" offers or "stall" while waiting to hear from other places. In theory, there is no percentage in the TD making early deals. However, not all TDs will believe this, and there may in fact be some circumstances in which getting a commitment from an applicant will improve the internship's position in computer matching as well as under Early Notification. Hence, whether or not computer matching is adopted, we can expect negotiations to be a part if the end game even if computer matching is adopted.

Because the procedures will differ somewhat, I will discuss what to expect under Uniform Notification, if it is retained, and what to expect under computer matching if it is implemented.

Uniform Notification Procedures

If Uniform Notification is retained, the specific rules that govern it will be included in all the brochures distributed by the training centers and in the APIC Directory, so there is no point in repeating them here. Basically, no offers are supposed to be made until 8:00 AM CST the second Monday in February, and, once an offer has been made, the applicant has until noon CST the following day to decide whether or not to accept that offer. During that time, the internship cannot retract the offer nor can they offer that position to anyone else.

Once a student accepts, this is a binding commitment that the student can not break. The internship marks that slot as being filled and, for that student and that slot, the internship selection season is over.

During January and early February the internships' selection staffs pore over their lists, looking not only for the most talented students who best fit the needs of their programs, but also for those who are most likely to accept an offer.

Most Training Directors believe that the first hours of Notification Day are critical. They would like to get an immediate acceptance. Failing that, however, it is far better to call a candidate who says you rank 12th on her list and turns you down immediately than to be informed that you are one of her top choices and she needs time to think it over. As long as an offer is out to an applicant who may eventually refuse it, their alternate list can be dwindling away. TDs are acutely aware of the fact that students apply to an average of 14 places each, so that unless they have received some assurances from students as to how they stand, their alternate list may be very shaky indeed.

Given this perspective, you can understand why Training Directors are so concerned with ascertaining how applicants rank their facilities. Other things being equal, they would much rather make their offers to candidates who are likely to accept. At the same time, unless a candidate is clearly out of the running, they do not want to discourage an applicant who may not be one of their top contenders because they may need this person on the alternate list. This is especially true if they do not have a large applicant pool.

Thus the TDs want as much accurate information as possible, but at the same time they do not want to give feedback that might be damaging to their chances with any given applicant.

This can lead some training centers to "string along" applicants who do not have a realistic chance of being accepted. Stedman (1989, p. 2) quotes an APIC official who wrote in 1978, "I know of at least one instance in which, for example, a well-regarded training center informed each of a large number of applicants that each of them was the `first alternate'."

As applicants, you are in a similar position. You would like to know exactly how you stand with each internship while keeping your actual preferences to yourself. And you may be tempted, if pressured, to assure two or more TDs that they are your "first choice" and that you will come if invited. Don't.

Even though some TDs assume that students will lie and tell everyone that they rank first, it is a serious mistake to do so. If you told a TD that his or her internship was your first choice and you later turn down an offer, it can blight the rest of your career. Moreoever, you should be advised that TDs talk to one another and compare notes about applicants before they make offers. If you have told more than one training center in a given area that you rank them first, it is likely that they all will know.

One TD told me about an applicant who voluntarily assured her that her internship was their first choice and that he would definitely accept an offer. On Notification Day, he "unexpectedly" received an offer from a place he regarded

as more prestigious and went there instead. He is still in the area and, as far as this TD is concerned, he is an unethical person who will never in his entire life get any cooperation from her, whether it involves applying for a job, referring patients, asking for subjects, or trying to place students.

The courtship. If the interviews are like a flirtation, after the interviews is when the courtships begin. Ideally, you will have several suitors, and your task is to get "Mr. Right" to propose while keeping the others interested in case he doesn't.

Your mother no doubt taught you to write "bread and butter" notes after visiting friends to thank them for their hospitality. After you return from interviewing you should send such notes to all the places where you interviewed. After the interviewing season is over, a major problem for Training Directors is how to determine which interviewees are still interested. They know that students interview at a number of places and change their minds considerably in the process. A friendly, albeit noncommittal, note thanking them for their hospitality and repeating that you were impressed with the program is a good way to communicate the fact that you are still considering their placement. If you have some remaining questions, you can use this opportunity to ask.

You can also expect internships to start calling you. In January, this may be to "answer any questions" and to determine whether you are still interested, but as Notification Day approaches, it will become increasingly clear that they really want to know how they stand. The courtship

is now getting serious. Even though they are supposed to wait until Notification Day to "pop the question," what they really want to know is if you will accept a proposal. Some, scrupulously operating under the old Guidelines, will beat around the bush, hoping to infer what you are thinking. Others may ask directly. It is vital that you have a firm rank order so you know how to deal with these calls. Tell the truth and nothing but the truth, but not necessarily the whole truth.

Continuing, the courtship analogy, just as a would-be bride does not have to say "I do" until she has received a proposal, you do not have to agree to accept an offer in advance. On the other hand, without some encouragement, a suitor may never propose. Nor do you want to get a reputation of having promised yourself to everyone in town. Ask your DCT to call the TDs to find out how you stand and give them some feedback on your current thinking. Even under Uniform Notification a training center can afford to make an offer to a long shot if they can be assured that the applicant will respond promptly.

While you are coping with the TDs who are calling you, be advised that some TDs feel it is inappropriate to call applicants. If you do not hear from a place, do not assume that you are out of the running or that they are not interested. Give them a call to find out.

As Notification Day approaches, the pace speeds up. Selection committees are making their final choices and deciding which candidates to call first. TDs will be calling you and your DCT. Some last minute bargaining may go on...for example, you may be asked how important a given

rotation is for you. It is essential at this stage that you stay in touch with your DCT and with your fellow applicants. You must also remain accessible for Training Directors who might call you. One of the major frustrations of internship Training Directors is that graduate students are hard to find, especially during the day time. Make sure the directors of the places you are most interested in know how to reach you.

At this stage of the game, the amount of encouragement you give a place may depend on how you rank elsewhere. Your DCT can usually find out if you are clearly out of the running for a place, but otherwise the amount of feedback one gets varies tremendously. Last year it ranged from telling us that a person was one of the top 30 (for five slots) to definite promises of offers. A modal response is whether or not you are "2-Xed," that is whether or not you are one of the top 12 people if you are applying to a place with six slots. Of course, then you try to determine if you are in the top six or bottom six.

It is against the spirit of the APIC rules for internships to ask you if you rank them first, but, as I noted earlier, this is no longer a violation of the letter of the law. However, any internship that indicates that you must agree to accept an offer before they will make one is violating the APIC guidelines. If it is your clear first choice, you will probably indicate that fact, but if it is number two, then you are in a dilemma. If they are a strong contender, I would suggest you communicate that fact without implying that you will definitely accept an offer if it is made. If they press you, say they are number one and consult your DCT imme-

diately.

The commitment letter. If you are clearly sold on a place and if you get sufficient encouragement, you may decide to make a unilateral commitment to accept an offer if it is made. Do not make such an offer without consulting your DCT who can discuss it with the TD and find out if it will help your cause. Some places disregard such commitments, and others others may advise against it (meaning you are not high on their list). But for some, it may enhance your chances.

If a place is clearly your first choice, and a firm commitment seems likely to enhance your chances, go for it. In the case of our students, in order to ensure credibility, I personally promise the TD that if the student is offered a fully funded position by noon on Notification Day, he or she will accept it and definitely attend. I also promise the TD that if the student reneges he or she will be dismembered and his or her body parts sent to the training center at the time the internship was scheduled to begin. So far this has not been necessary.

Notification Day. Notification Day finally comes on the second Monday in February, at 8:00 AM Central Time. It is absolutely essential that you have a clear list of your preferred placements. We have a set of rules for Notification Day that are essentially those originally promulgated by Belar and Orgel (1980). They have worked well overt the years.

1. Make your preparations early, such as taking a child to a sitter or day care. We have had calls begin an hour before the "official" time.

2. Stay by the phone and keep the line clear. If possible, have a back-up phone so you can use it to call out.

3. Do not meet or call friends who are also applying. They need to stay by their phones and keep their lines clear. However, it helps to have someone with you who can hold your hand, run errands, and deliver messages.

4. Make plans for consultation with any significant others in your decision, although good preplanning should all but eliminate the need for last minute decision making.

5. Remember you have until Tuesday, 12:00 CST, to respond. An internship that will make you an offer only if you will immediately accept is violating APIC guidelines. Tell them so.

6. If you are told you are an alternate, try to find out when they will know if you will be made an offer.

7. Release programs that have made you an offer from their commitment to you as soon as you have received an offer from one you ranked higher. (If possible have someone call from a phone nearby so you can keep your line open for incoming calls.)

8. If you have not been contacted, telephone the programs ranked higher than those from whom you have received acceptances to determine your status. If you made a commitment and have not heard after the first hour, call. Sometimes they assume no call is necessary and leave you in suspense all day.

9. When you make your decision,

inform all those programs which are still considering you as an alternate that you are removing yourself from consideration.

It is also good to inform all the others to which you applied. If they get a turn-down late in the day, it helps them to know who is still available. Once you have notified everyone, including your DCT, it is OK to leave home.

10. Once you have made a commitment, you must not accept another offer.

After all the prolonged agony of internship selection, Notification Day is apt to be very swift. This is not a time for long, drawn-out converstations. A typical conversation will go like this:

"Hello, Mr. Sprat? This is Dr. Almondine Dover-Sole at Halibut Hospital. I would like to offer you a predoctoral psychology internship in our substance abuse track for next Fall."

"I accept."

"Thank you, you will be getting a letter of confirmation. Good by."

The Clearinghouse. Every year I get phone calls from good internships that failed to fill all their positions wanting to know if I have any students who have not found a suitable placement. This year the calls started coming in early the morning of Notification Day. By the same token, there will be some qualified students who have not found a suitable placement by the time the notification procedure is completed.

APIC runs a Clearinghouse to bring these people together. There are always

more slots open than there are applicants to fill them. After Notification Day, all those facilities that have not filled notify the Clearinghouse. In addition to the Clearinghouse, there is informal networking as program directors call DCTs and ask if they have any applicants who did not find a spot and vice versa.

While some of these internships are ones that are less desirable because of provisional accreditation or location, there are always some first rate placements as well. These come about when applicants hold on to offers and do not release the internships until it is too late for them to recruit people from their alternate list.

The procedures for using the Clearinghouse are spelled out in the APIC Directory. Only DCTs can access the Clearinghouse, and it must be in writing. A couple of weeks after Notification Day, when the data have been collated, your DCT can write the Clearinghouse and obtain a list of all those places which have positions available. You and your DCT can then contact them directly.

Computer matching

Why computer matching? One of the drawbacks of Uniform Notification is that involves sequential contingent decisions. Based on the information on hand, the training center must make a binding commitment to an applicant, then wait while the applicant decides whether or not to accept. In order to equalize the process, the training center may attempt to get the candidate to make a commitment prior to Notification Day. When the training center is the candidate's first choice, there is no problem. But if not, simply

stalling for time indicates to the training center that they are not ranked first and may induce them not to make an offer on Notification Day.

For many years it has been suggested that these disparities could be avoided if everyone made their decisions privately and then communicated them simultaneously. This would eliminate the problems of "stalling," "holding," and "stringing along" that have plagued the Uniform Notification process. A simultaneous examination of the choices made by the candidates and the training centers seeking the optimal fit is the basic procedure that is embodied in what is termed "computerized matching," although it should be noted it is not essential to employ a computer in the process. However, without a computer it would involve weeks instead of hours and the likelihood of errors would be vastly greater.

Matching schemes have been employed in other disciplines such as medicine, dentistry, accountancy and law for many years. They have been discussed for psychology intern matching since the 1970s, but in the early days of APIC the cost was prohibitive. Growing dissatisfaction with Uniform Notification on the part of the universities and the students as well as the Training Centers led to a reexamination of computer matching and a pilot test during the 1989/90 intern selection season. The initial results of that study, the data from which are still being analyzed as this is being written, were reported in Chapter One.

Computer matching is controversial, and in the last two years there has been a continuing debate among the members of APIC as to whether or not it should be

adopted (Blom & Pederson, 1988a; 1988b; 1989; Matthews & Stedman, 1988; Pederson & Blom, 1988). These discussions, which so far have been primarily conducted among the members of APIC and published in the APIC Newsletter, will no doubt become more general whenever computer matching is adopted. It will be up to the members of APIC to decide whether or not it will be adopted, so all we need to be concerned with here is what computer matching will involve and how it will influence the end game.

Who will participate? If computer matching is adopted, everyone who plans to apply to an internship which is part of APIC, which includes virtually all the internships in the United States (but not Canada), will have to participate to be accepted. Your DCT and all the training centers will have cards you can send to APIC with a check to get your official optically scannable internship selection form and your unique APIC applicant number. The form will have space for you to rank up to 18 internships.

How you select your internships. When the time comes to make your selections, you will rank order the internships on your list. Do not include any internship you are not willing to attend. You then send the form in to the APIC computer match. By submitting the form you signify your willingness to abide by the results.

The selection algorithm is designed in such a way that your best chance to get the internship of your choice is to rank them in exactly the preferred order. If there is some dream internship that you would love to attend but fear you have no realistic chance of obtaining, put it first. You have absolutely nothing to

lose. If they listed you sufficiently high, you will get the match; if your "dream internship," or even several dream internships, did not rank you high enough for you to be matched there, the program will proceed on to your next choices. The programmers assure us that you have nothing to lose and everything to gain by calling it exactly as you see it.

On some specified date, probably the old Uniform Notification Day, the forms from all the applicants and all the internships will be electronically scanned and fed into a computer. Subsequently, you will be notified, probably by letter, of the internship to which you were matched. That is where you must go if you are to go on any APIC internship this year. If you did not get matched with any site, you will be informed of all those places that still have openings and you can then negotiate with them directly. Thus, under computer matching, the Clearinghouse is automatic and begins immediately.

Global ranking. For the internships, the task will be more complex. They will have to decide between "single slot" or "global" ranking or some combination thereof. What does this mean? In global ranking, an internship simply lists all their applicants in their preferred order, just as you did with the internships. If Halibut Hospital has 36 acceptable applicants, they rank them from 1 to 36 and submit the entire list. If they have six slots, the first six candidates will constitute the first "tier."

Unlike the medical matching program, the APIC program begins with applicants rather than institutions. The results make no difference except in the rare example of the gridlock we described in Chapter

One; the APIC model decides this in favor of the student, the medical model in favor of the internship. This has disgruntled some APIC members (Matthews & Stedman, 1988), but this situation is so rare that it makes little difference.

Let us suppose that Halibut Hospital is your first choice. The program would note that and check Halibut's list to see how you stand; if you are in the first tier, you are automatically matched. You are dropped from further consideration by the program, and one of Halibut's slots is marked as occupied.

Suppose, however, you missed the first tier at Halibut. Instead of being in the top six, you were ranked 7th. Your first choice bid would be put on hold for a time until the computer has examined all the other applicants' rankings. If all six of the people in Halibut's first tier also rated Halibut as their first choice, they would be matched and Halibut would be filled. The computer would then check the availability of your second choice, which, because Halibut was now unavailable, would be treated as your #1 pick. If you are listed in the first tier there, that is where you would be matched. In the pilot study, 90% of the applicants who were matched obtained their first or second choice. (This is why putting a long shot in first does not hurt you at your second choice place.)

On the other hand, let us suppose that in the first round Halibut filled only three slots with their first tier selections. With applicants applying to an average of 14 places each, it would be remarkable if all six listed Halibut first, especially if Halibut took the opportunity to try for some superstars

that they had little chance of attracting; under the computer match, unlike Uniform Notification, Halibut can afford to do that without hurting its chances of filling. Halibut's 7th, 8th, and 9th choices are now promoted to their first tier. The computer recalls that you ranked Halibut first; since they ranked you 7th, you are now in the first tier and you are matched with your first choice. Halibut now has only two slots left to fill, and the program continues until all six slots are filled or until the list is exhausted.

Single slot ranking. Global ranking considers nothing except the ranks made by the internships and applicants. Halibut's 4th, 5th, and 6th candidates are matched with no consideration of the nature of the first three matches. This can pose problems for internships which have track-specific selection, which want to try to ensure minority representation, or which prefer a class stratified according to gender, theoretical orientation or some other variable. The APIC program allows them to adopt "single slot selection." For example, if Halibut has a child track, they could set aside all the applicants for the child track and rank them for that slot. They would be considered for that slot but for no other Halibut positions.

Let us suppose that seven applicants are applying for Halibut's child slot and that three ranked Halibut first. If one of those three was ranked first for that slot by the Halibut child staff, then a match would be declared and that slot would be filled. The remaining six applicants would be matched elsewhere; they would not be considered for any of the other five Halibut slots. (Under Uniform Notification, Halibut could have called their second-ranked child person and said, "I'm

sorry, our child slot is filled, but we have a general opening; would you be interested in a general opening with a major child rotation?" Computer matching does not permit this flexibility.)

Each internship would have the option of setting aside as many specific slots as it chooses and using global ranking for the remaining ones. The advantage of slot-specific ranking is it allows an internship to specify to some extent the composition of its entering class. For example, internships not wanting more than one applicant from a given program would put all the applicants from that program in the ranking for a single slot. However, when it adopts the single slot strategy, an internship runs a greater risk of leaving a slot unfilled. Under global ranking, Halibut had 36 potential candidates, all of whom could be considered. Under the slot specific model, they filled their child track slot, but lost any chance of obtaining any of the other six applicants for that position.

The end game under computer matching. If computer matching is adopted, there will be considerable trepidation on the part of all concerned, especially the Training Directors. This is true with any new procedure. In the pilot study, probably because of missing data, many slots went unfilled. TDs will be anxious to ensure that this does not happen in "real life." They will also miss the illusion of control that Uniform Notification provided, especially those TDs who employ a sequential contingent decision strategy; i.e. "I'll first call the male black analytically oriented student from the Midwest; if he accepts I'll go after the white female cognitive type from New York, but, if he turns me down, I'll next call

the research-oriented black woman from Missouri and then go after the Jungian white male from San Francisco." Single slot selection will enable them to exercise some control over class composition, but after one has controlled for a couple of variables the lists start getting very short.

The programmers who designed the selection algorithm maintain that if all the participants simply rank their choices honestly, there will be no need for such wheeling and dealing. As I review their writings, I agree that internships that opt for a global ranking model will have little to gain from negotiations and bargaining. This does not mean that the TDs will necessarily be persuaded.

The settings that choose single slot selection may benefit from playing hardball during the end game. Think back to the Halibut Hospital example in which they put all seven applicants for the child rotation on the list for a single slot. If they had an advance commitment from their first choice child person to accept an offer, and they were convinced of its veracity, they could decide to list only that person's name under that slot. This would give them the opportunity to call the other six applicants and see if they would be willing to be considered for other slots. I hope this will not become a self-fulfilling prophecy, but I have visions of applicants and internships Faxing copies of opscan sheets to each other to signify "done deals."

Like TDs, the students who will be most anxious about computer matching are those who wish to make contingent decisions, especially couples who wish to accept internships in geographic proximi-

ty. Blom and Pederson (1988) noted that, "...giving preference to married couples negatively affects the matching outcomes of unmarried candidates applying to those same sites...". Concerned about possible lawsuits, they ask, "...what about [special] provisions for engaged couples, cohabiting couples, siblings, other relatives, lifelong friends, future business partners or couples where the non-applicant spouse has a job in a specific locality?" Limiting applications to a specific locale will continue to be the best strategy in all of these circumstances.

The bottom line. Applying for internships generates a great deal of anxiety no matter what the ground rules are. Whether it is the Uniform Notification poker game or the Computer Match roulette wheel, don't let the decision strategy bother you. No matter what matching strategy is employed, it is in your best interest to be ranked as high as possible by the internship of your choice.

This book has told you how to achieve that goal. First, do your utmost to make sure you have the best possible credentials. Take the right courses and get good grades, do well in a variety of practicum settings, produce quality research and get it published. Have a dissertation project approved and in progress. In short, do everything you can to prepare yourself for internship.

Once you have established your qualifications, select the internships that meet your needs and make the best possible presentation via your CV, letters and interviews. The purpose of this book is to help you to do so. Good luck.

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APPENDIX ONE
A SAMPLE CURRICULUM VITAE

Curriculum Vitae

Rosa Thorne
(Formerly Rosa Cholla)

Addresses

Home: 2702 Elm Street
University City,
West Idabama 82046
(111) 222-3333
(Leave message)

Work: Psychology Clinic
ML 102, West Idabama
State University
University City, WI 82032
(111) 888-777, Ext 240

Personal Data

Birthplace:	Santo Loco, Costa Rojo
Citizenship:	U.S. (naturalized 10/1/88)
Birthdate:	2/27/65
Marital Status:	Married
Ethnicity:	Hispanic
Social Security:	222-33-4444

Education

1989 to Present — Doctoral Candidate, Psychology Department
West Idabama State University

Major: Clinical Psychology
Minor: Nutrition
Dissertation Topic: The influence of grain price fluctuations on post-tramautic stress disorders among Midwestern farmers. (Prospectus Defended: July 4, 1990)
Major Professor: B. J. Mentor, Ph.D.
Comprehensive Examination: Passed, December 25,1989
Areas of Concentration: Psychopathology, Food psychology

1986 to 1989 — Master of Science, Psychology Department
West Idabama State University
Major: Clinical Psychology
Major Professor: Mary Grayhead, Ph.D.
Thesis Title: Personality changes resulting from pesticide exposure in rural children.

1981 to 1985 — Bachelor of Science, magna cum laude
Horatio Alger College
Collegetown, West Idabama
Major: Psychology
Minor: Home Economics
Honors: Phi Beta Kappa, Sigma Xi

Other Educational Experience

February 12, 1989: Advanced 8 PF Test workshop (6 hrs.)
Presented by Raymond Stenscore, Ph.D.
Sponsored by American Personality Association, Central City, West Idabama

April 18, 1988: Eating Disorders Workshop (8 hrs.)
Presented by Duncan Donut, Ph.D.
Sponsored by West Idabama Psychology Association, University City, WI

Special Skills

Native fluency in Spanish.

Professional Affiliations

West Idabama Psychology Association
Student Member
Vice President, 1988

American Association of Food Psychologists
Associate Member

Professional Credentials

Licensed Food Psychologist, West Idabama (License #000248)

OBTAINING A PSYCHOLOGY INTERNSHIP

Supervised Clinical Experience

June, 1990 to Present — Psychology Trainee
University City Community Mental Health Center

Duties: Outpatient based assessment and therapy with adult, adolescent and child populations. Client population includes a variety of developmental, anxiety, mood, personality and organic disorders. Complete assessments performed for learning disabilities, neuropsychological, attention deficit hyperactivity and personality disorders. Therapy experience includes group, family, conjoint, and individual using an eclectic approach. (20 hrs/wk - estimate 1000 hrs. by August, 1991)

Supervisor: Alice Sage, Ph.D., ABPP

June, 1988 to May, 1990 — Psychology Trainee
West Idabama State Hospital
Central City, West Idabama

Duties: Inpatient based assessment and therapy with an adult population. Responsibilities include screening admissions using objective and projective devices; intellectual and personality testing as requested by resident psychiatrists; and leading assertiveness training groups. (10 hrs/wk, 1000 hrs. total)

Supervisors: George Thyme, Ph.D. and Mary Marjoram, Ph.D.

June, 1989 to Present — Crisis Management Unit Team Member
West Idabama State University
University City, West Idabama

Duties: On site intervention and evaluation of psychotic, suicidal and homicidal crises; assess dangerousness and need for hospitalization; transport clients to psychiatric receiving facilities with a member of the West Idabama State University Police Department. (On call for 24 hours, roughly 6 days a month.)

Supervisor: Delilah Sampson, Ph.D.

June, 1987 to May, 1988 — Psychology Trainee
West Idabama State University
Campus Psychology Clinic

Duties: Individual, family and marital therapy involving clients with wide variety of presenting problems (including: child management, marital issues, social skill deficits, low self-esteem, substance abuse, depression, stress management, impulse and anger control, and learning disabilities. Assessments for learning disabilities, attention deficit hyperactivity disorder, behavior problems and emotional problems. (10 hrs/wk for 80 weeks = 800 hrs)

Supervisor: Sara Nutmeg, Ph.D.

Total hours of supervised clinical experience = 2800

Instrument Competence

Type of Test	Number Administered and Interpreted
Intellectual Abilities	
WISC-R	75
WAIS-R	120
Stanford Binet (4th Ed)	20
Woodcock-Johnson Tests of Cognitive Ability	25
Achievement Tests	
Wide-Range Achievement Test	50
Woodcock-Johnson Test of Achievement Revised	25
Personality	
Rorschach (Exner Systems)	30
Thematic Apperception Test	20
California Psychological Inventory	25
MMPI	75
Neuropsychological	
Luria Nebraska Neuropsychological Test Battery	20

(In addition I have been exposed to and administered five or less Columbia Mental Maturity Examinations, Rosensweig Picture Frustration Studies and Cattell 16-PF Inventories.)

Teaching Experience

June, 1989 to Present
General Psychology for Honors Students
Freshman/Sophomore Level Course
Department of Psychology
West Idabama State University

Duties: Responsible for all phases of teaching including the preparation and administration of lectures, selection of reading materials and assignments, construction of examinations, and the assignment of course grades.

May, 1988 to August, 1988
Sensation and Perception
Junior/Senior Level Course
Department of Psychology
West Idabama State University

Duties: Responsible for all phases of teaching including the preparation and administration of lectures, the selection of reading materials and assignments, the development of experiments to demonstrate sensory and perceptual principles, the construction of examinations, and the assignment of course grades.

August, 1987 to May, 1988
General Psychology
Freshman/Sophomore Level Course,
Department of Psychology,
West Idabama State University

Duties: Responsible for all phases of teaching including the preparation and administration of lectures, the selection of reading materials and assignments, the construction of examinations, and the assignment of course grades.

Research

June, 1989 to Present — **Dissertation in progress.**

This study is using a time series analysis to investigate the association of fluctuations in grain prices on the incidence of post-traumatic stress disorders among Midwestern farmers, arranging for interest rates, in comparison with the incidence of PTSD among service workers in the same area.

My prospectus was defended July 4, 1990 and data collection is almost complete. I anticipate defending the dissertation before leaving for internship.

June, 1987 to May, 1989 — **Research Assistant**
B. J. Mentor, Ph.d.

Worked 10 hrs/wk on Dr. Mentor's NAA-funded Epidemiological study of nutrition and stress in rural Americans. In the course of this research I administered 350 Structured Clinical Interviews and was responsible for coding Demographic Data.

June, 1988 to May, 1989 — **Masters Thesis Research**

In this study I compared the Eight-Personality Factor Test (8PF) profiles of 25 male and 25 female adolescent farm children who had been exposed to significant levels of malathion and DDT as children with matched samples of suburban children from the same school. As predicted by Bovine's Dissipation theory, the exposed male children were higher on scales assessing Threshia and Harvestia and the suburban boys were lower in Reaping. No differences were noted for the girls.

Publications and Presentations

Thorne, R.C. and Grayhead, M. (1989). Effects of herbicide exposure on personality factors in rural adolescents: A test of Bovine's hypotheses. Journal of Food Psychology, 12, 432-441.

Thorne, R.C. (1989, May). Environmental influences on personality development. Paper presented at the meeting of the West Idabama Psychological Association, Central City, West Idabama.

Under Submission

Mentor, B. J., Grayhead, M. and Thorne, R.C. Nutritional stresses in adolescence. Chapter to appear in C. Bovine and B. Allspice (Eds), Comprehensive handbook of food psychology to be published by the West Idabama State University Press.

References

B. J. Mentor, Ph.D.
Professor of Psychology
Psychology Department
West Idabama State University
University City, West Idabama 82032

Alice Sage, Ph.D.
Chief Psychologist
University City Community Mental Health Center
2102 River Road
University City, West Idabama 82066

Sigmund Spinach, Ph.D.
Director of Clinical Training
Psychology Department
West Idabama State University
University City, West Idabama 82032

APPENDIX TWO
A SAMPLE TRAVEL PLANNER

TRAVEL PLANNER

Traveler(s)_____

Destination:_____

Purpose:_____

Duration:_____

==========

Day # Day: Dates:

Plan:

==========

Air:

	Place	Time	Carrier	Flt No.
Leave				
Arrive				
Leave				
Arrive				
Leave				
Arrive				

Ground:

Carrier:_____ Confirm #_____

Hotel:_____ Confirm #_____

Address:_____ Phone No:_____

Rate:_____ How Paid:_____

Contacts:

1)Name:_____Phone No._____

Where:_____ When:_____

2)Name:_____Phone No._____

Where:_____ When:_____

3)Name:_____Phone No._____

Where:_____ When:_____

==========

Day # Day: Dates:

Plan:

==========

Schedule:

_____

_____

_____

_____

_____

_____

Contacts:

1)Name:_____Phone No._____

Where:_____ When:_____

2)Name:_____Phone No._____

Where:_____ When:_____

3)Name:_____Phone No._____

Where:_____ When:_____

Air:

Place Time Carrier Flt No.

Leave_____

Arrive_____

Leave_____

Arrive_____

Leave_____

Arrive_____

APPENDIX THREE

QUESTIONS ASKED OF AND BY INTERN APPLICANTS

Hersh and Poey (1985) provide a list of common questions asked by internship directors and suggested questions to be asked by students. This is a useful outline; you should read it and be prepared to respond to the questions posed. (Training Directors read also, and some may use Hersh and Poey's suggested outline.)

The list of questions supposedly asked by TDs is rather formal, and represents a systematic exploration of the applicant's experience in various areas such as individual adult therapy, group therapy, inpatient, psychological testing, supervision, and so on. In each area, the applicant is asked about past experience, orientation, work style and areas that need improvement.

The interviews my students have experienced have often been less structured and more personal. The big question, whether it is overtly stated or not, is, "If we make you an offer, will you accept?"

Over the years, my students have contributed lists of questions they were asked on interviews and ones they asked in turn. Here is a list, grouped roughly by general categories.

Questions asked of Applicants

Personal

-Tell me about yourself.

-What are your personal strengths and weaknesses? Who are you, personally?

-Tell me about your family.

-Tell me about your family problems.

-What was the worst thing about your father; mother?

-What do you do in your spare time?

Personal/Professional

-How did you become interested in psychology?

-How did you become interested in (specific interest area)?

-What would you be doing if you were not in psychology?

-What do you see as your professional strengths and weaknesses? How do they influence you in therapy? What have you done to deal with these shortcomings?

-Have you ever been in therapy? How did this affect how you conducted therapy?

-What are your goals after internship? In five years?

Credentials

-What were your GRE scores? GPA?

-How far along are you on your dissertation?

-How many graduate programs accepted you?

-Why did you choose Florida State?

-Why should we accept you over the other equally qualified candidates?

-What do you have to contribute to us?

Therapy

-What is your greatest strength as a therapist?

-What type of client is most difficult for you to work with? What type of feelings do you have toward them? How do these feelings interfere?

-What is your orientation in therapy?

-Talk about a therapy case you had. How you conceptualized things? What you did that was most effective?

Assessment

-Tell us about an instrument with which you feel competent.

-What do you think of this Rorschach response?

-Comment on this MMPI profile.

Research

-What is your dissertation topic?

Ethics

-Tell me about an ethical problem you have been faced with and how you handled it.

Recruiting

-What can we do to make you want to come here?

-How do you see us as fitting with your goals?

-Where else have you applied and what attracted you to these places?

-Why would someone from an (X-oriented) department want to come to a (Y-oriented) program?

-What attracts you most to our internship?

Others

-What else would you like me to know that is not apparent from your CV?

-What is the one question you would like me to ask you?

Questions Asked by Applicants

Questions regarding the setting/professional

-What are you looking for in an intern?

-What is an example of a typical work week? Not the hours, but the typical activities each day?

-Do you anticipate any staff or program changes for the next year?

-What is the relation between psychiatry and psychology on (name) rotation? In general?

-Do many interns take outside jobs during the intern year?

-What are the possibilities of doing research during the internship?

-(To a present intern): What do you like most about this internship? What do you like least?

Questions regarding the setting/personal

-What is the cost of living here?

-Does the program provide health care?

-Is day care for children difficult to find?

-How are the schools in this area?

-My spouse is a (occupation). How available are jobs for (occupation)?

-What is the availability of affordable housing here?

Questions regarding future opportunities

-Where do your interns go after finishing their internship? Where are some of your former interns now?

-Does the internship play an active role in trying to place its graduates?

-What kinds of job opportunities are there for psychologists in this area? For interns who want to intern here?

Questions regarding rotations

-How are rotations determined? Are they fixed or flexible?

-Do interns negotiate for rotations?

-What are the common presenting problems on the ( ) rotation?

-Do you anticipate any changes in the rotations being offered next year?

-On the ( ) rotation, what is the ratio of therapy to assessment?

-(To an intern): What rotations do you regard as being truly outstanding? Which ones should you avoid?

Questions regarding therapy

-What opportunities are there for family therapy?

-What types of interventions are done with families?

-Is it actual therapy, or meeting with families a couple of times to discuss patients problems?

-Are there opportunities to conduct groups on the inpatient unit?

-What kinds of groups are done -- supportive, problem-centered, insight-oriented?

Questions regarding didactics

-What types of seminars or didactic experiences are available?

-What seminars or outside activities are offered?

-What are some typical topics?

Questions regarding assessment

-How much assessment is done using projective techniques?

-What are the opportunities for neuropsych assessment?

-Are you using MMPI-2?

Questions regarding supervision

-How much and what type (audio, video, live) supervision is provided?

-Is supervision provided on site?

-What are the orientations of the supervisors? What orientation is most strongly represented?

-How are supervisors selected?

-How many supervisors does an intern have?

-Is supervision done on an individual or a group basis?

EDWIN I. MEGARGEE

Edwin I. Megargee received his AB, magna cum laude, from Amherst College in 1958 and his Ph.D. in clinical psychology from the University of California at Berkeley in 1964. The recipient of national awards for outstanding research in the areas of correctional psychology and assessment, he has been an officer of a number of professional organizations.

As Director of Clinical Training at Florida State University, Megargee has personally visited dozens of internships throughout the United States and has presented workshops and classes on how to apply for internship.

COMMENTS FROM USERS OF THE GUIDE

I found the *Guidebook* invaluable in the application and interview process. It bolstered my confidence during the whole process because it helped me to prepare and be forewarned of what was to come.

I would strongly recommend to any student applying for internship that they purchase this manual. I have fewer wrinkles and less gray hair because I did. Good Luck!

– Alison Alldredge
interning at University of Kansas School of Medicine

* * * * *

I found the *Guidebook* to be extremely helpful and informative. It took the "guesswork" out of the internship process and helped me to feel more confident and prepared. There were virtually no surprises along the way. I definitely found it to be worthwhile!

– Rochelle Hanson,
interning at Medical University South Carolina

* * * * *

The *Guidebook* covers everything you always wanted to know about the internship application process from where to start through Notification Day. This is a "must have" reference book for all prospective interns. The *Guidebook* is a practical, yet entertaining, step-by-step guide for all psychology grad students who are planning to apply for internship. I survived the internship application process– thanks to the *Guidebook!*

– Karen Milo,
interning at VA, Tampa, Florida

* * * * *

In my experience, the *Guidebook* was an invaluable asset in the definitely time-consuming, often stressful, and potentially costly process of applying for internship. With the *Guidebook* as a loyal ally, I was able to manage time, energy, and material resources efficiently and effectively. I found the *Guidebook* to be packed with extremely useful information derived from sound knowledge, vast experience, and common sense. Comprehensive in scope, its content covers both the general issues and procedures involved and the specific details that can actually make a difference, while its organization, tone, and illustrative examples make the *Guidebook* enjoyable reading.

– Marisoll Munoz,
interning at Florida Mental Health Institute, Tampa Florida

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The list of sample questions (both those that applicants should be prepared to answer as well as those that they might pose to training directors) enabled myself and my fellow students to practice role-playing interviews. Because Dr. Megargee had clearly and thoroughly laid out the entire application process from beginning to end, I felt more able to comfortably navigate my way through it. The thing that I am probably most thankful for– due to the thoroughness of the *Guidebook*– is that I was never surprised, caught off guard, or faced with anything unexpected during the entire process. As a result, I felt that I had a tremedous advantage over those applicants who did not have the *Guidebook*.

– Julie Roberts
interning at VA, Hines (Chicago)

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The Internship *Guidebook* was extremely helpful for developing specific interview questions that led me to determine if the site was an appropriate match for my goals.

The Internship *Guidebook* was instrumental in decreasing my anxiety level by providing step-by-step instructions for the entire internship process.

The *Guidebook* helped me be prepared for interviews and to save money. Thanks for putting this guide together.

– Cindy Swenson,
interning at Medical University, South Carolina

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As a psychologist returning for respecialization training, the "Guide" provided an extra "edge" in obtaining the internship of my choice.

– Robert F. Schilling, Ph.D.,
interning at VAMC, Bay Pines, Florida

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The *Guidebook* was an invaluable resource for internship application. It was helpful in three important ways. It provided (1) an overview of the entire application process, (2) specific and detailed information on each aspect of the process, and (3) wellspring of support and clarity for what otherwise could have been a very daunting and confusing process.

– Mary Ann Deitchman,
interning at Baylor College of Medicine, Houston, Texas

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The internship application process is a difficult and trying time. This Guide provides

the concrete practical advice that you need to survive and succeed in obtaining the internship that is best for you;

a brief on the entire internship application process from preparing yourself for internship through Notification Day;

how to establish your priorities and use them to select the internship that is best for your needs;

four steps in preparing a professional resume or CV for internship applications, and advises you how to prepare strong applications, personal statements, and cover letters;

means for preparing yourself for interviewing effectively and reveals the mistakes you must not make; and

procedures as you go through the end game in which you negotiate with the internship of your choice.

This guide takes the guesswork out of internship applications, it enables you to compete effectively for the internship that is best for you.

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